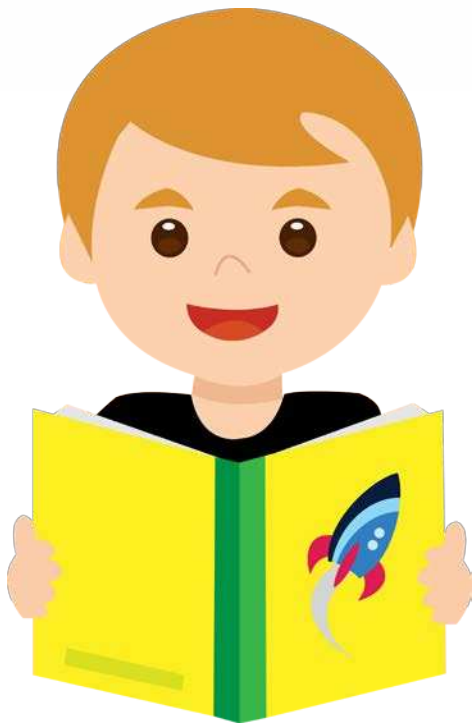


15 Customizable Sight Word Games



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15 Customizable Sight Word Games

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Getting Started

Directions: Type 18 sight words in the spaces below. The PDF will automatically plug those words into all of the games. Click "Save As" and give the file a new name. For example, you might call it "Week One" or "Blue Group - List Two". When you're ready to make a new set of games, just type the next set of words below and click "Save As" to create a new file. Enjoy!

1.

10.

2.

11.

3.

12.

4.

13.

5.

14.

6.

15.

7.

16.

8.

17.

9.

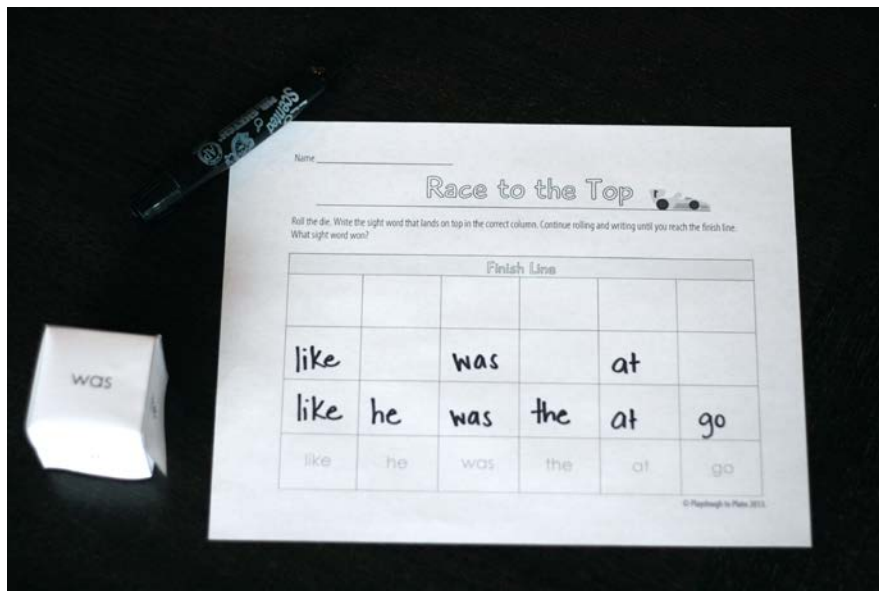
18.



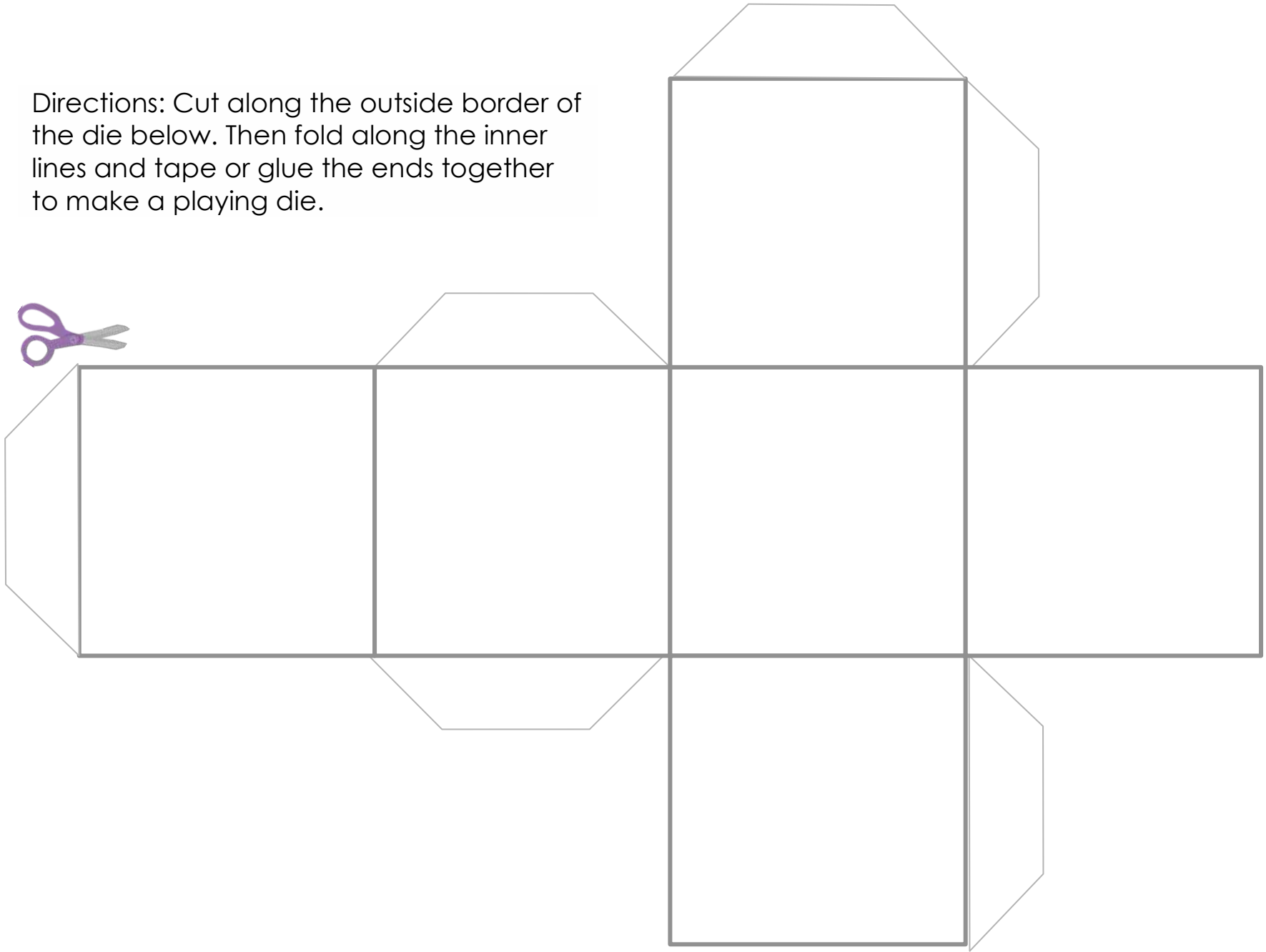
Teacher/Parent Instructions for **RACE TO THE TOP**

Assembly tip: For extra durability, print the die on cardstock.

1. Cut out the die and glue or tape it together.
2. Give each student a die and record sheet.
3. Every player rolls the die and writes the sight word that lands on top in the corresponding column.
4. Play continues until a word has been rolled {and written} four times.

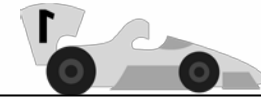


Directions: Cut along the outside border of the die below. Then fold along the inner lines and tape or glue the ends together to make a playing die.



Name _____

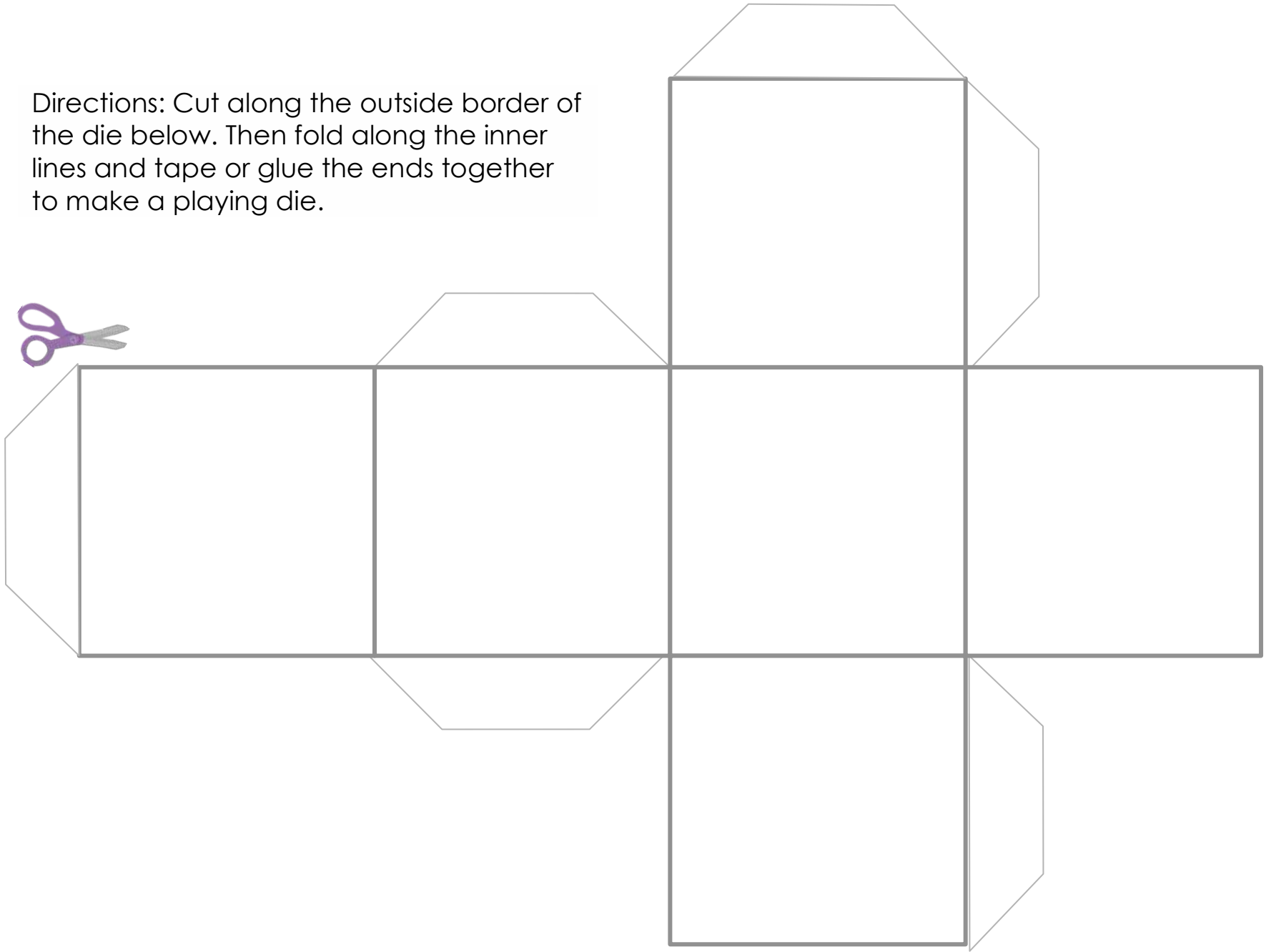
Race to the Top



Roll the die. Write the sight word that lands on top in the correct column. Continue rolling and writing until you reach the finish line.
What sight word won?

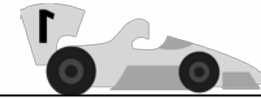
Finish Line					

Directions: Cut along the outside border of the die below. Then fold along the inner lines and tape or glue the ends together to make a playing die.



Name _____

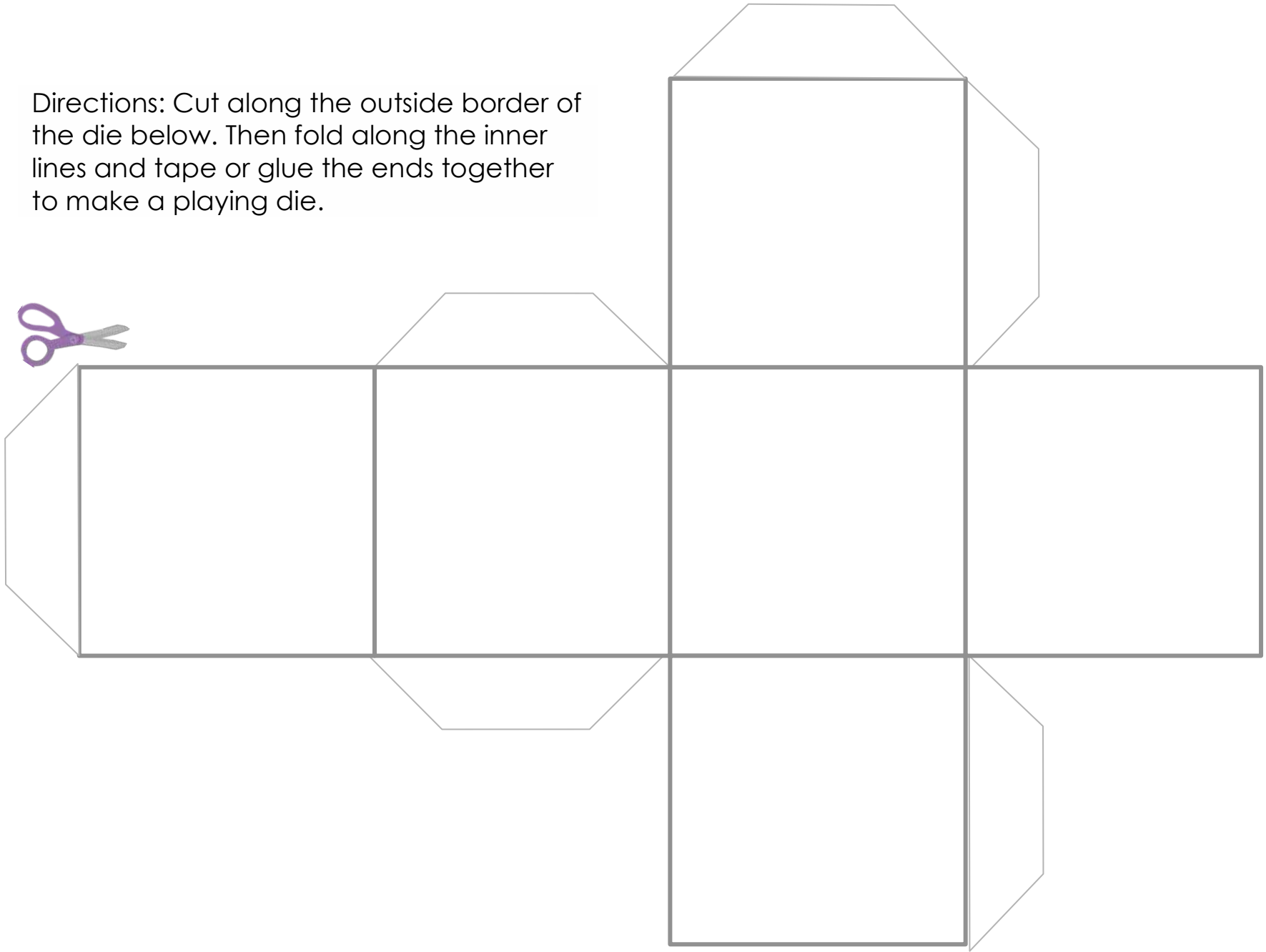
Race to the Top



Roll the die. Write the sight word that lands on top in the correct column. Continue rolling and writing until you reach the finish line.
What sight word won?

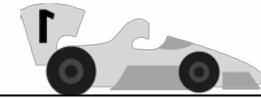
Finish Line					

Directions: Cut along the outside border of the die below. Then fold along the inner lines and tape or glue the ends together to make a playing die.



Name _____

Race to the Top



Roll the die. Write the sight word that lands on top in the correct column. Continue rolling and writing until you reach the finish line.
What sight word won?

Finish Line					



Teacher/Parent Instructions for **BUBBLE POP**

Assembly tip: For extra durability, print the bubbles on cardstock and laminate.

1. Stick the bubbles to a wall.

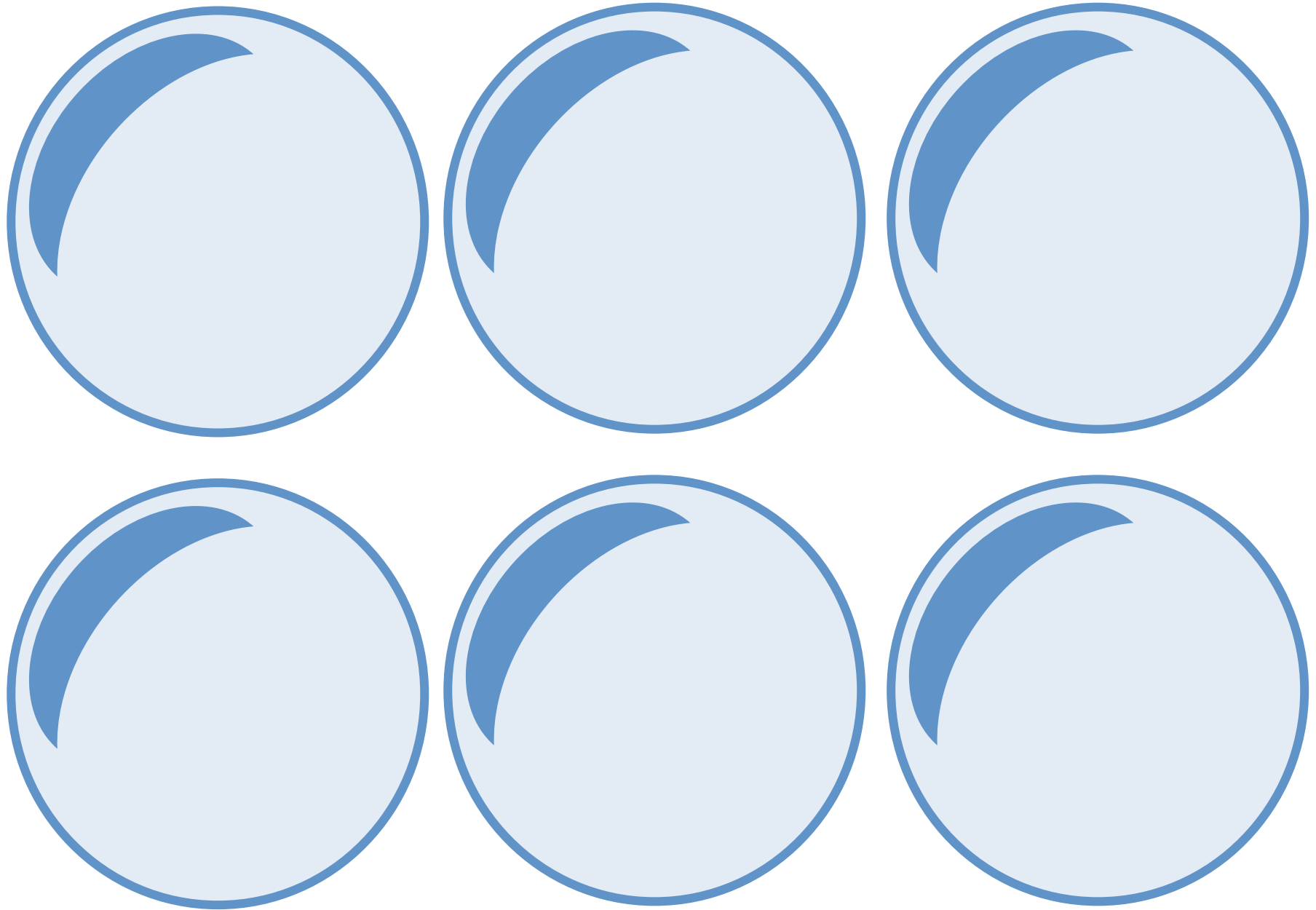
Optional: Give each player a fly swatter to "pop" bubbles. If she doesn't have a swatter, she can use an open hand to "pop" them.

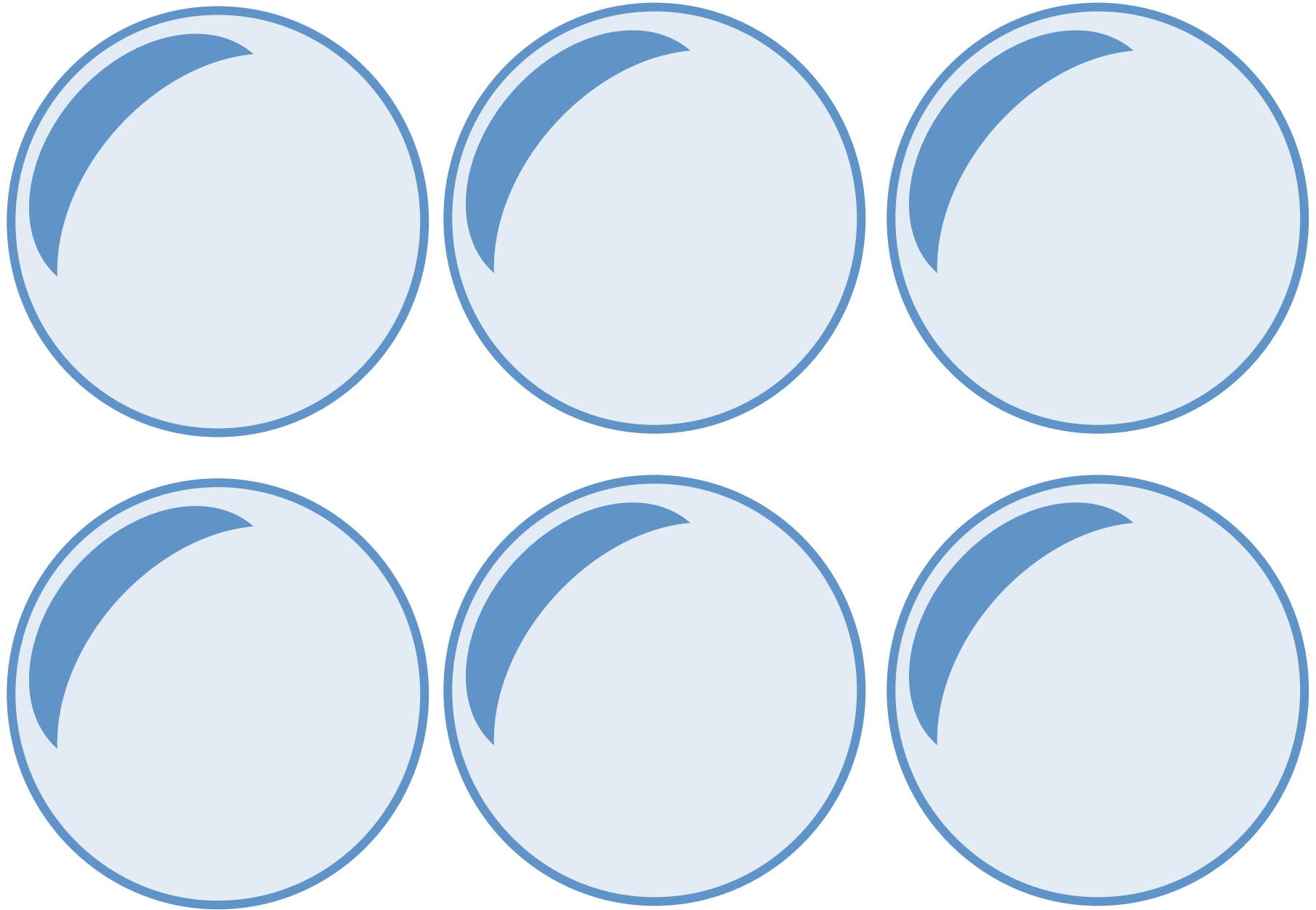
2. Looking at one bubble at a time, have players read the word, spell the word, read the word again, and then pop the bubble. For example, "HERE, H-E-R-E, HERE" {pop}.

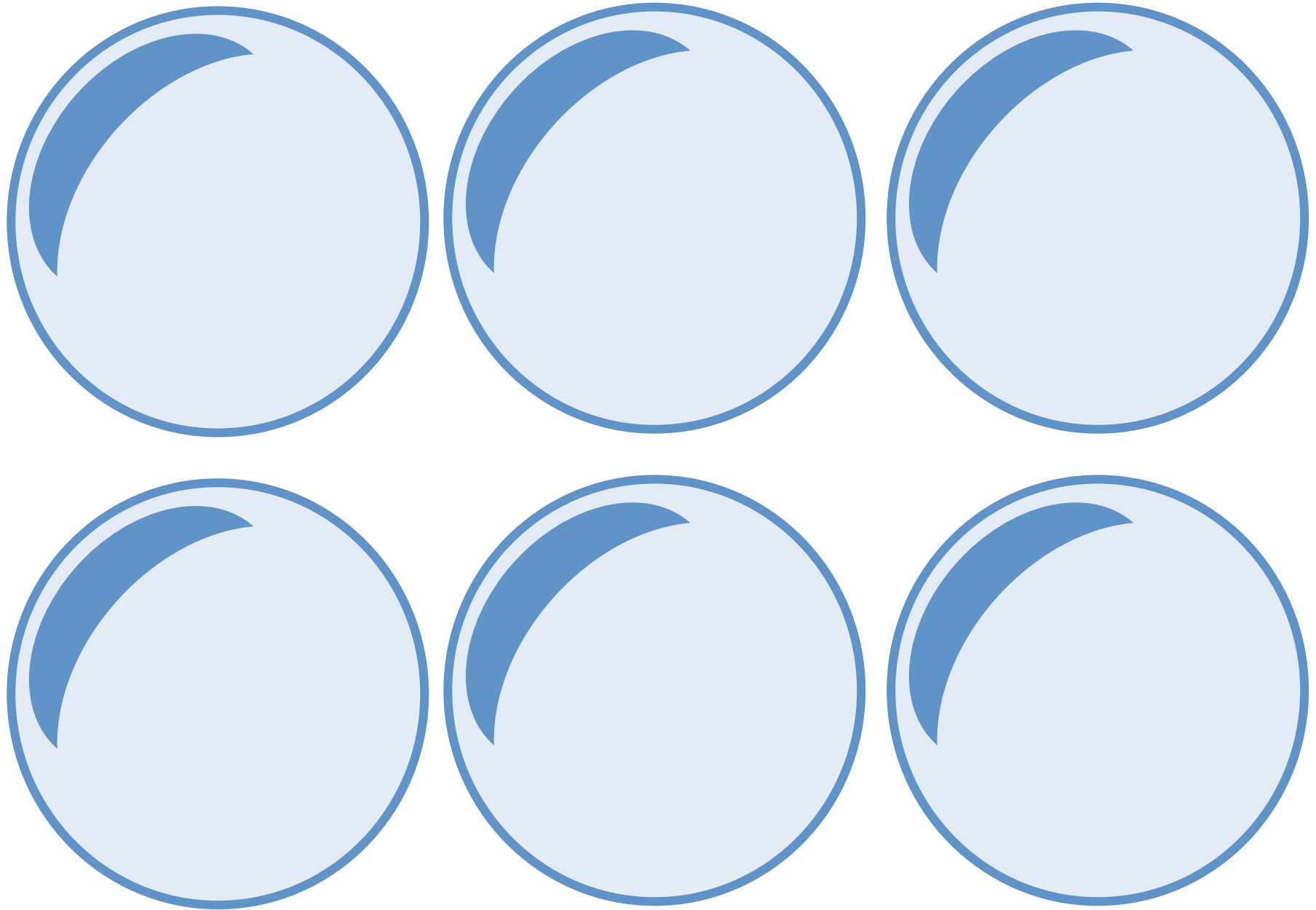
Play continues until all bubbles have been popped.

3. When play is finished, have children copy the words onto their bubble sheet.











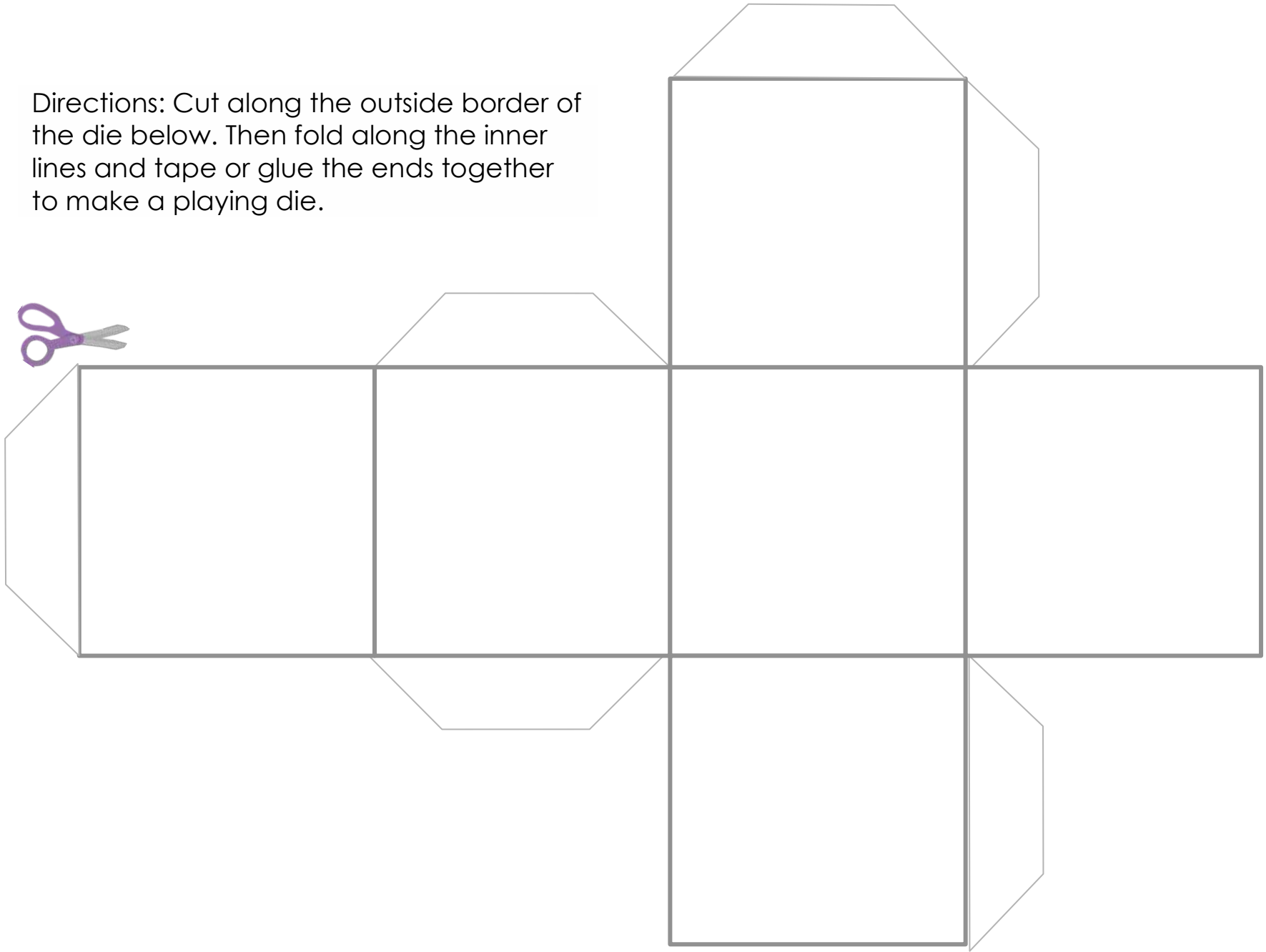
Teacher/Parent Instructions for **COUNTDOWN**

Assembly tip: For extra durability, print the die on cardstock.

1. Give each player a die, a record sheet and a pencil.
2. The player will roll the die and write the word that lands on top next to the number 10 on her paper.
3. She will roll again and write the word that lands on top next to the number 9.
4. Players continue rolling and writing until all 10 spots have been filled.



Directions: Cut along the outside border of the die below. Then fold along the inner lines and tape or glue the ends together to make a playing die.



Name _____



Sight Word Countdown

Directions: Roll the sight word die and write the word that lands on top on line 10. Roll again and write the word that lands on top on line 9. Continue rolling and writing until all you reach Blast Off.

10. _____

9. _____

8. _____

7. _____

6. _____

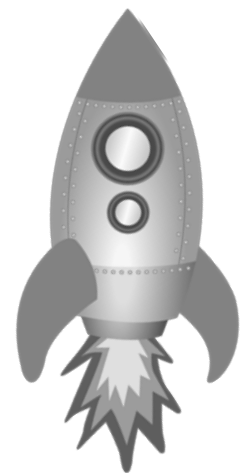
5. _____

4. _____

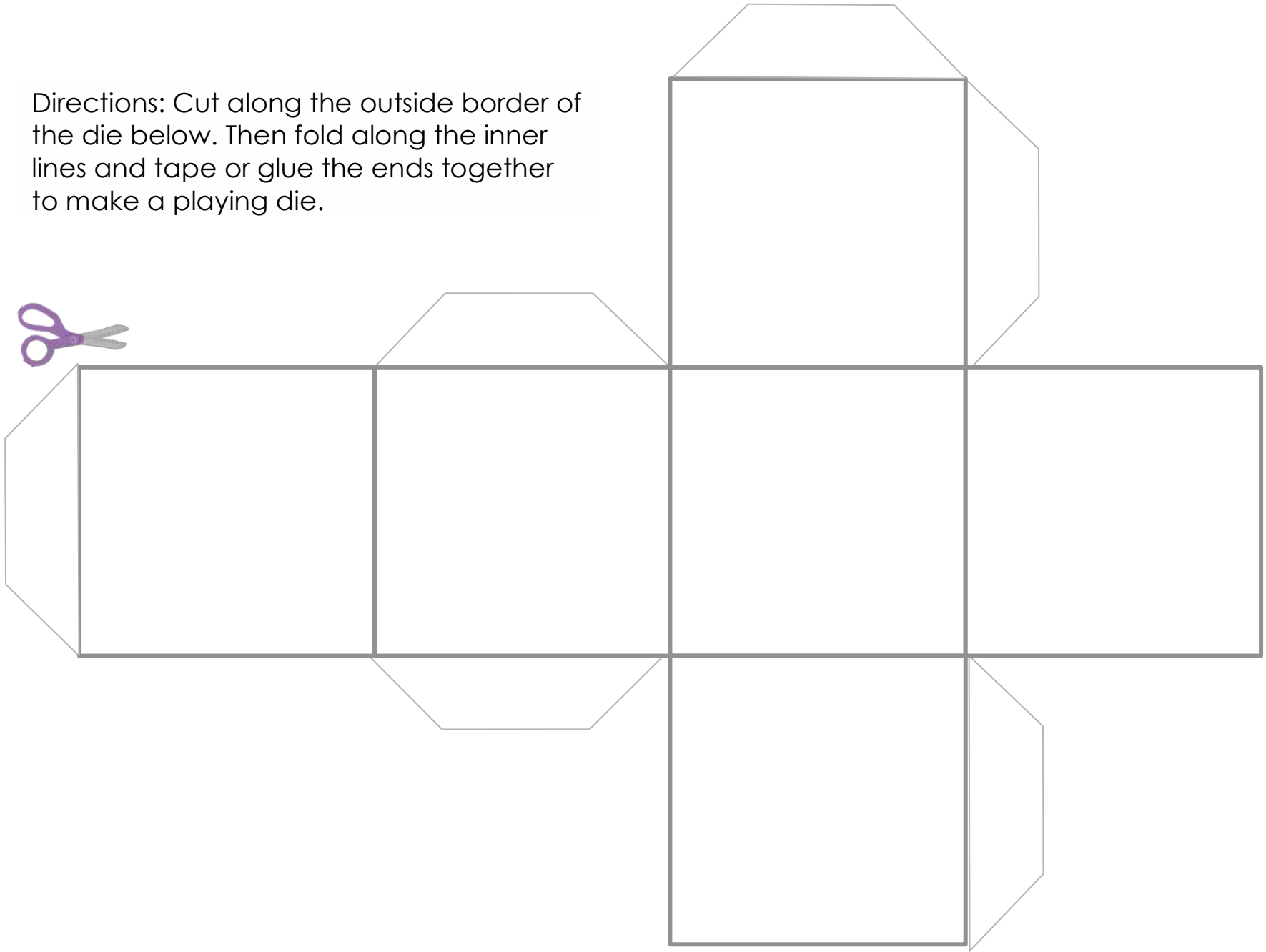
3. _____

2. _____

1. _____



Directions: Cut along the outside border of the die below. Then fold along the inner lines and tape or glue the ends together to make a playing die.



Name _____



Sight Word Countdown

Directions: Roll the sight word die and write the word that lands on top on line 10. Roll again and write the word that lands on top on line 9. Continue rolling and writing until all you reach Blast Off.

10. _____

9. _____

8. _____

7. _____

6. _____

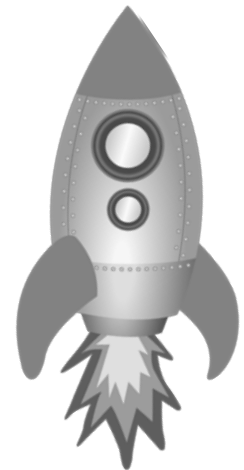
5. _____

4. _____

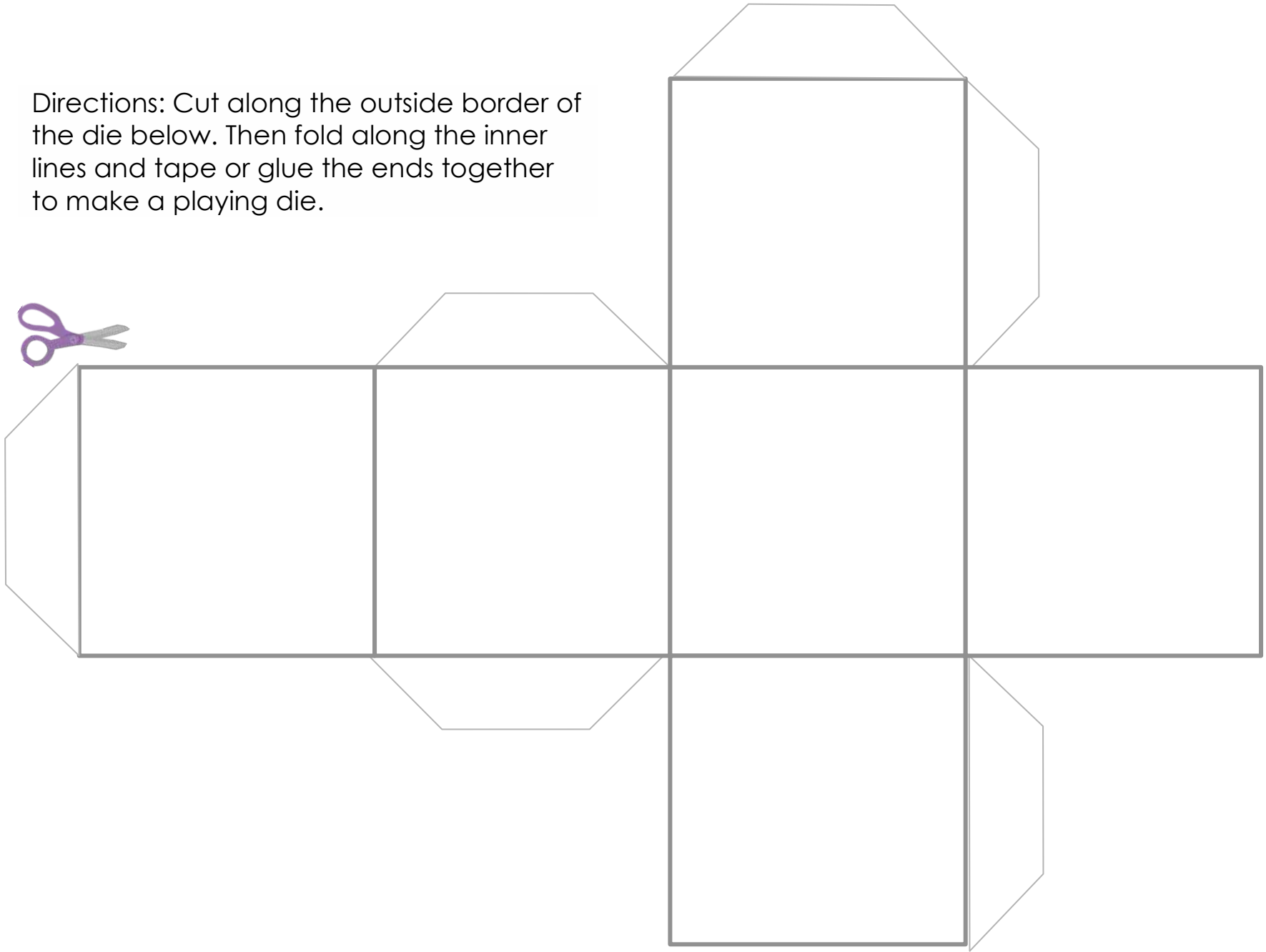
3. _____

2. _____

1. _____



Directions: Cut along the outside border of the die below. Then fold along the inner lines and tape or glue the ends together to make a playing die.



Name _____



Sight Word Countdown

Directions: Roll the sight word die and write the word that lands on top on line 10. Roll again and write the word that lands on top on line 9. Continue rolling and writing until all you reach Blast Off.

10. _____

9. _____

8. _____

7. _____

6. _____

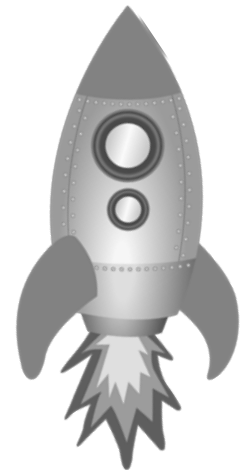
5. _____

4. _____

3. _____

2. _____

1. _____

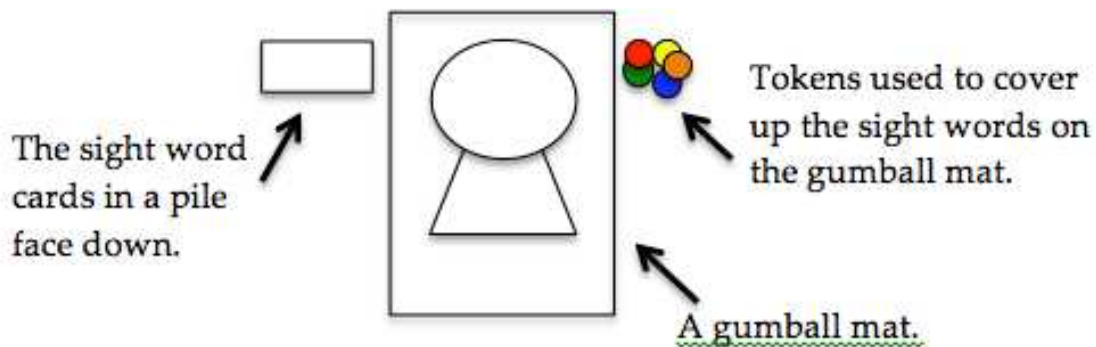




Teacher/Parent Instructions for **GUMBALLS**

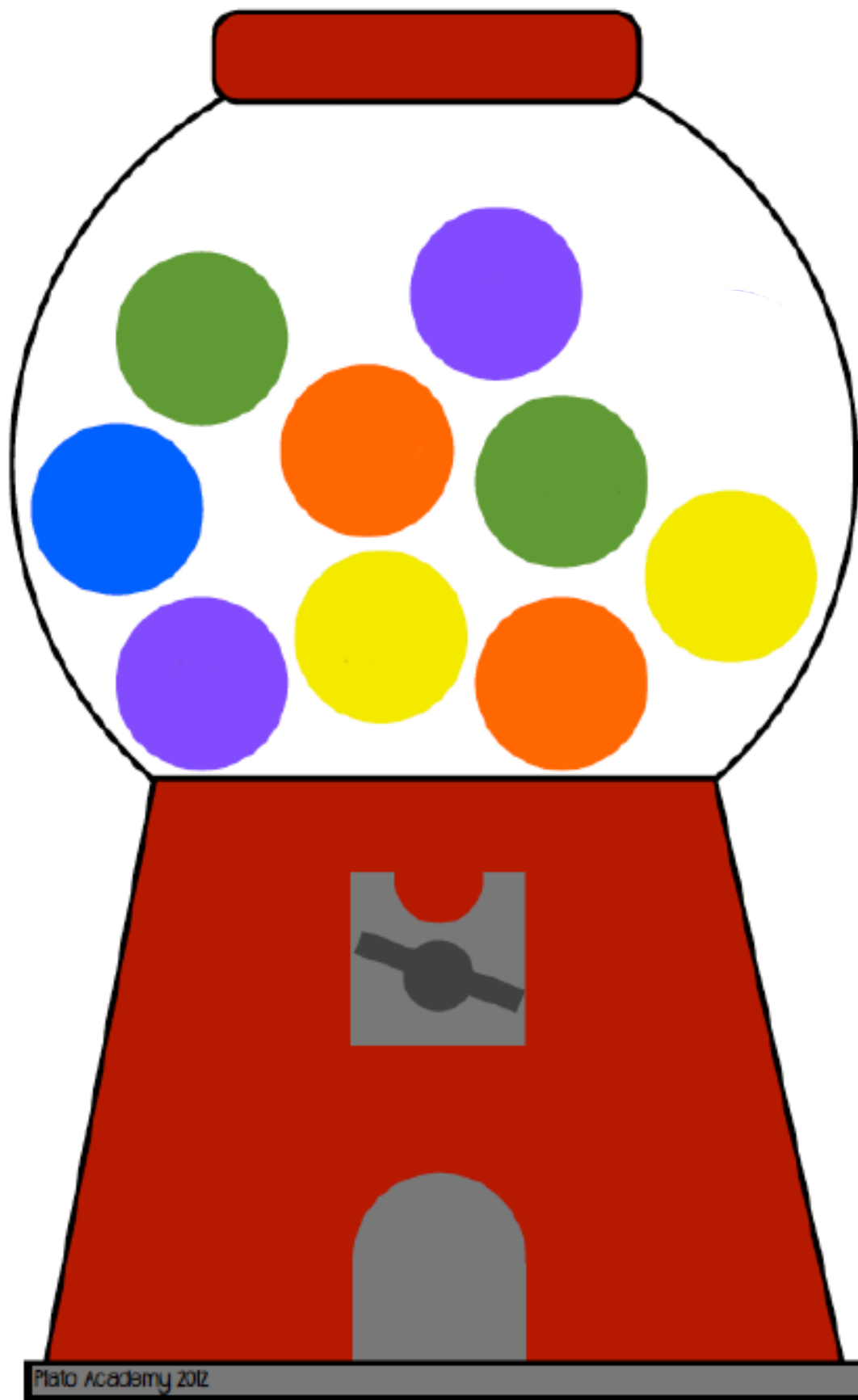
Assembly tip: For extra durability, print the game on cardstock and laminate.

1. Before children join you, cut out the sight word cards and gumball tokens. Place the cards in a pile face down next to a gumball machine printable. The play area will look like this:



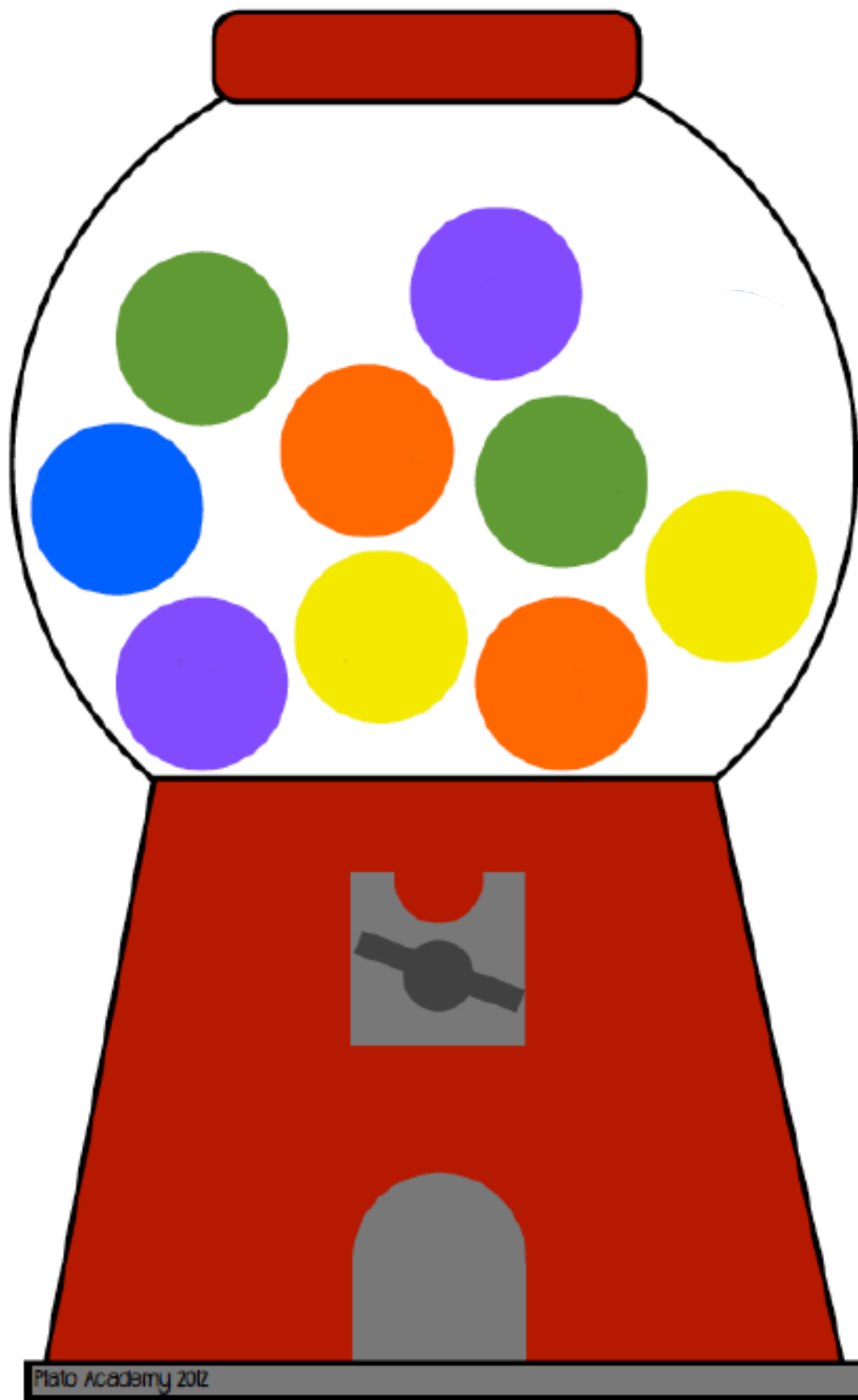
Note: Half of the sight words are written on one gumball machine and half are written on the other. If your students are still learning the words, give them one gumball machine and place the 12 matching sight word cards in a pile. If children already know the sight words, give them both gumball machines and all 24 sight word cards.

2. Invite a child to turn over the top card in the pile and read it out loud. Then, have him use one of the tokens to cover the matching sight word gumball.
3. Play continues until all gumballs have been covered.
4. When the game has finished, give players a sight word graph to complete.



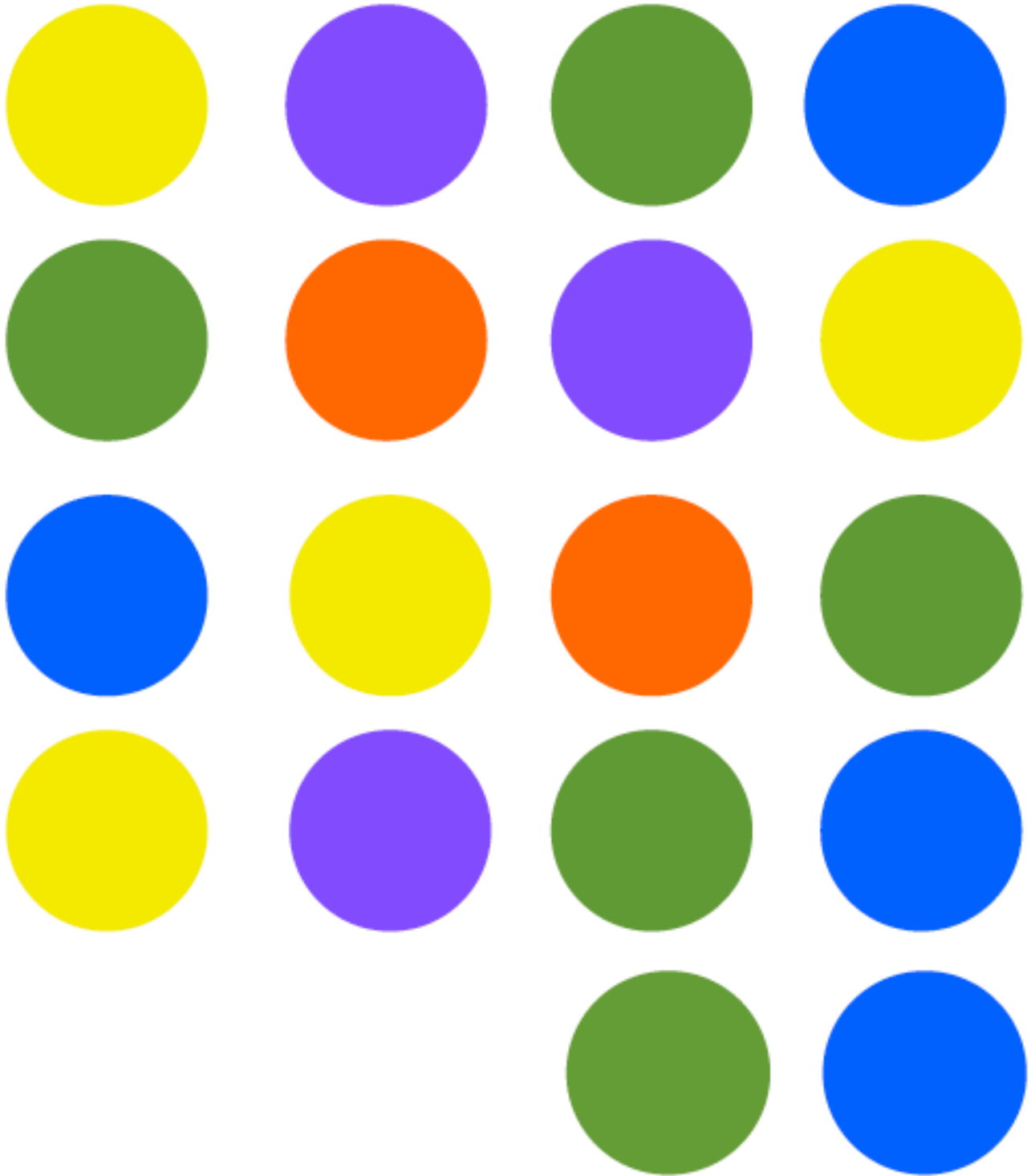
Plato Academy 2012

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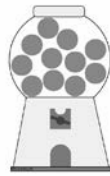


Plato Academy 2012

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Name _____



Sight Word Graphing

Directions: Make a graph of the sight word gumballs. Write all of the blue sight words in the blue column, all of the green sight words in the green column, and so on. How many words are in each column?

3					
2					
1					
	blue	green	purple	orange	yellow



Name _____

Sight Word Graphing

Directions: Make a graph of the sight word gumballs. Write all of the blue sight words in the blue column, all of the green sight words in the green column, and so on. How many words are in each column?

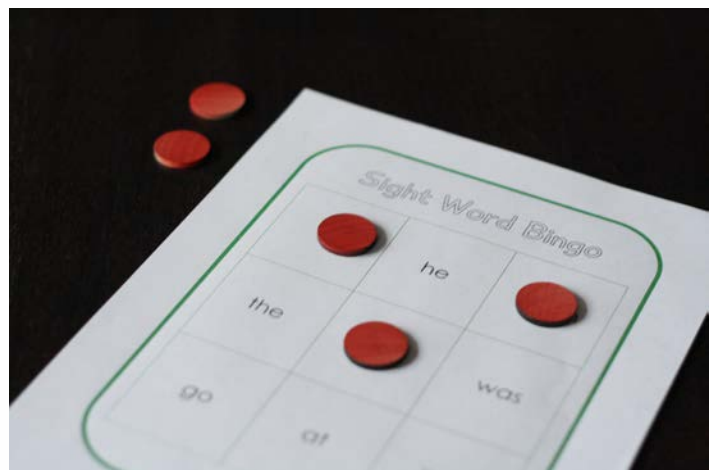
3					
2					
1					
	blue	green	purple	orange	yellow



Teacher/Parent Instructions for **BINGO**

Assembly tip: For extra durability, print the cards and game boards on cardstock and laminate.

1. Cut apart the Bingo calling cards and place them in an upside down pile in front of the caller.
2. Give each player a Bingo board and nine counters {coins, glass rocks, etc.}
3. The caller turns over the top card in his pile and reads it out loud. Each player looks at her board and, if the word is written on it, she covers it up with a counter.
4. When a player covers three words in a row, she calls out "Bingo" and wins the game. She becomes the next caller and players start a new round of play.



Sight Word Bingo

Sight Word Bingo

Sight Word Bingo

Sight Word Bingo

Sight Word Bingo

Sight Word Bingo



Teacher/Parent Instructions for **EGG FLIP**

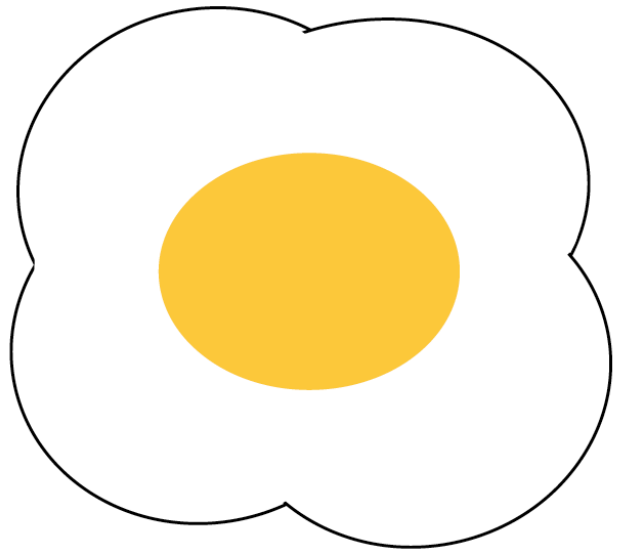
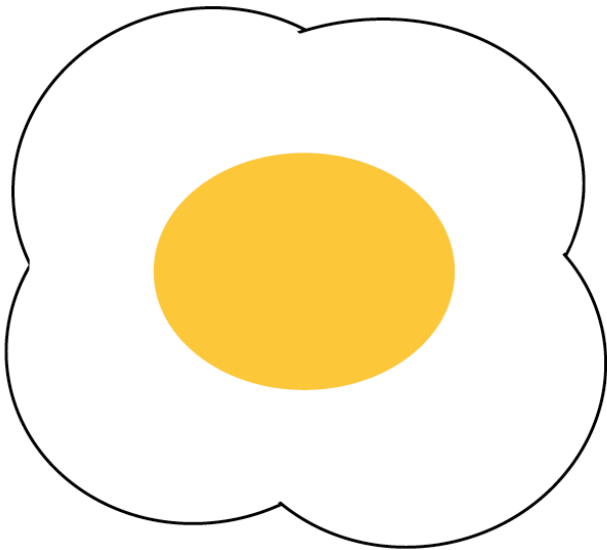
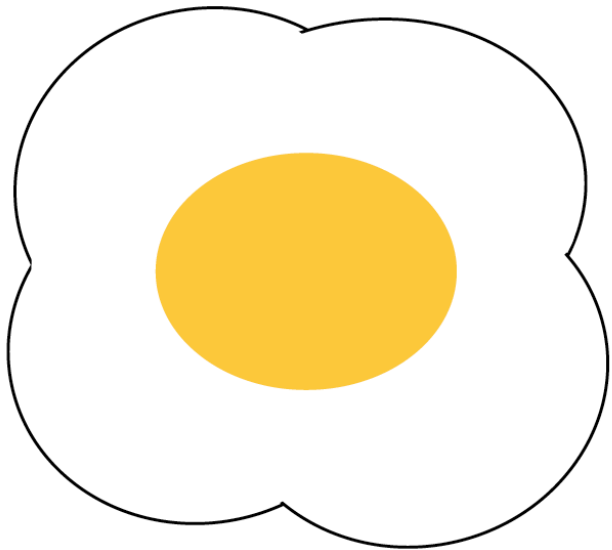
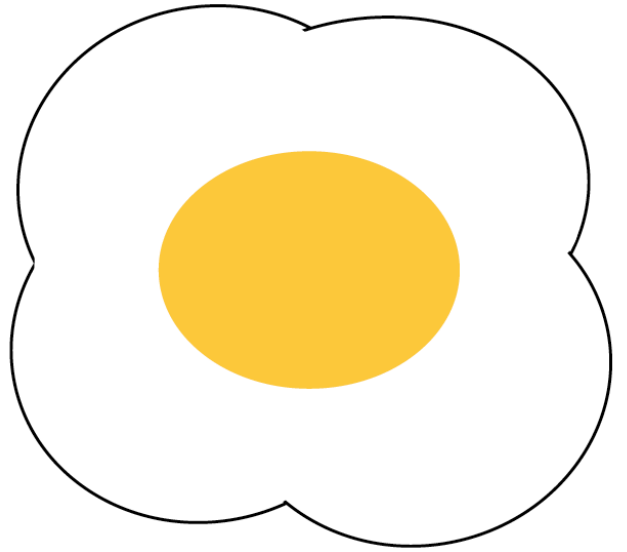
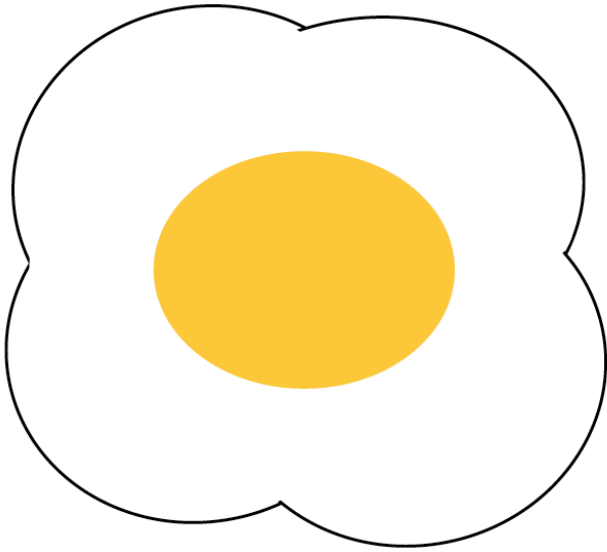
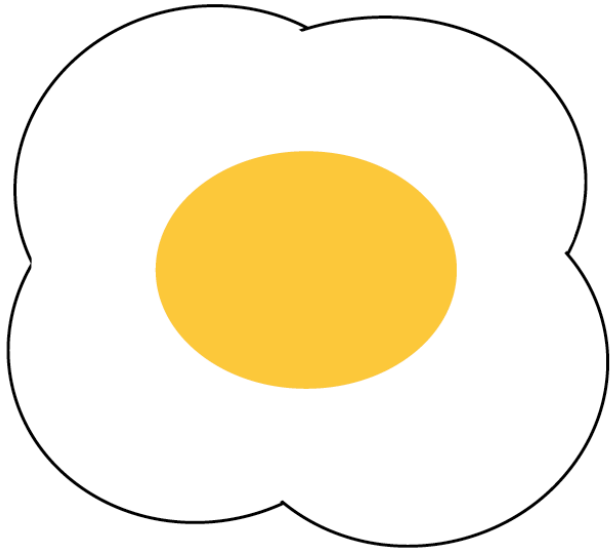
Assembly tip: For extra durability, print the game on cardstock and laminate.

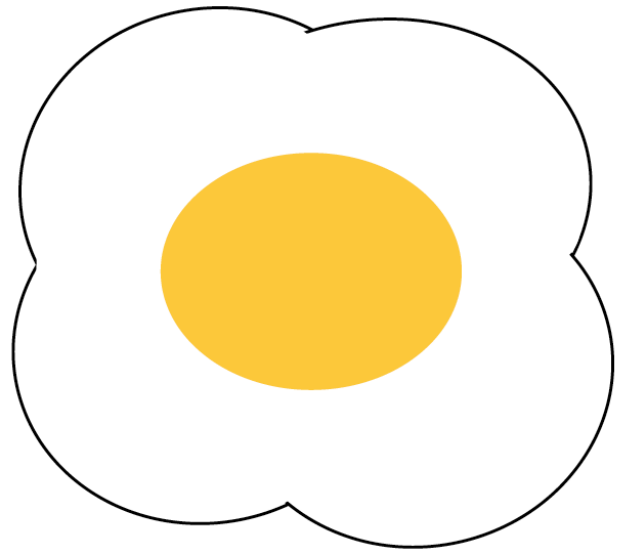
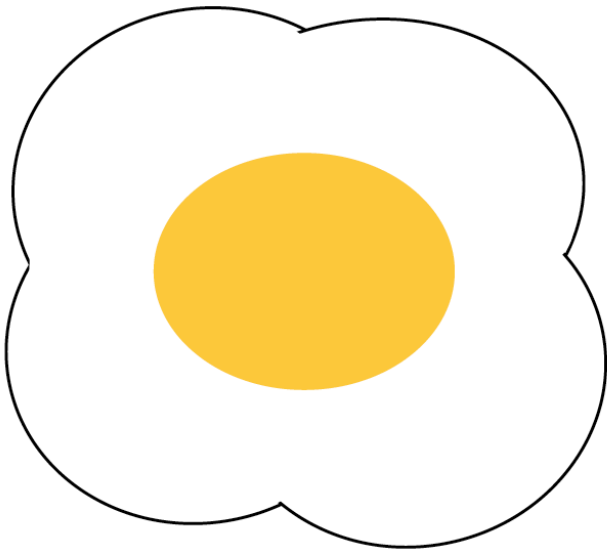
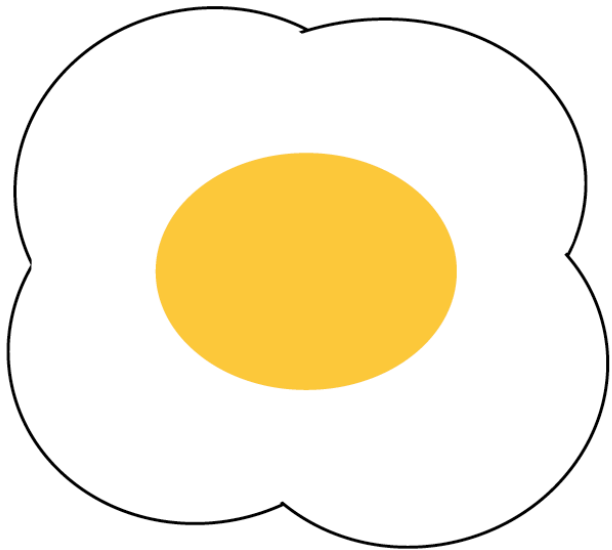
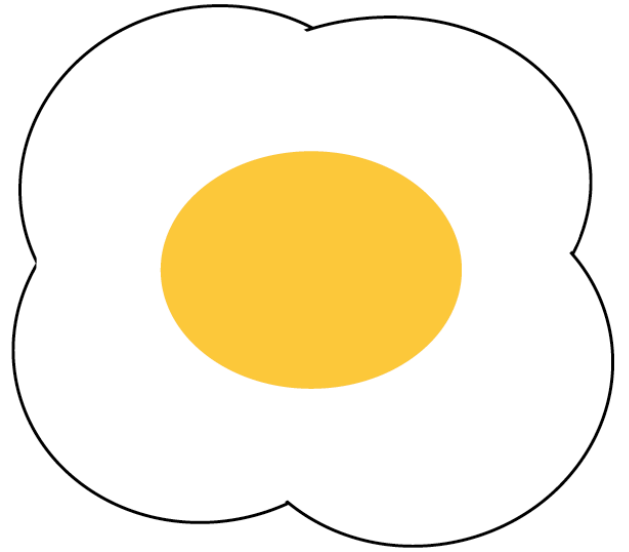
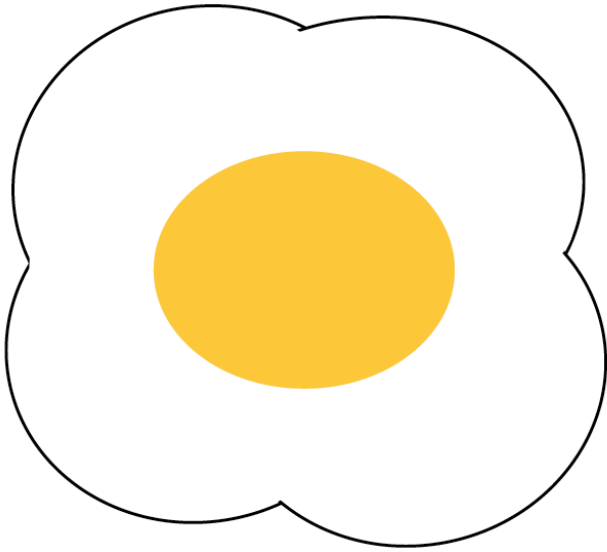
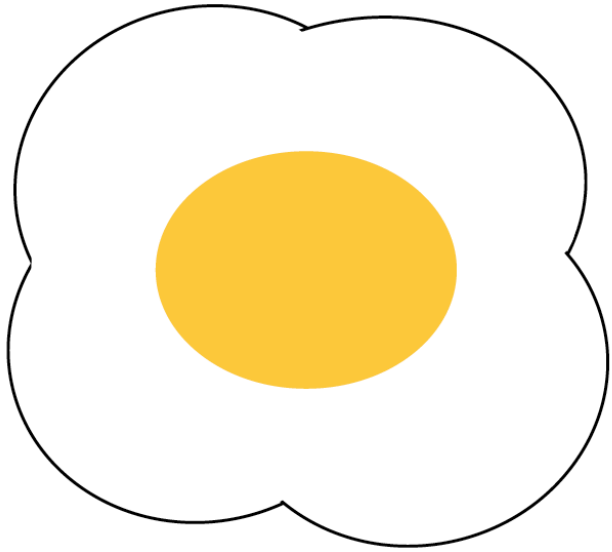
1. Before your students join you, cut out the eggs and spread them face up on a flat surface.

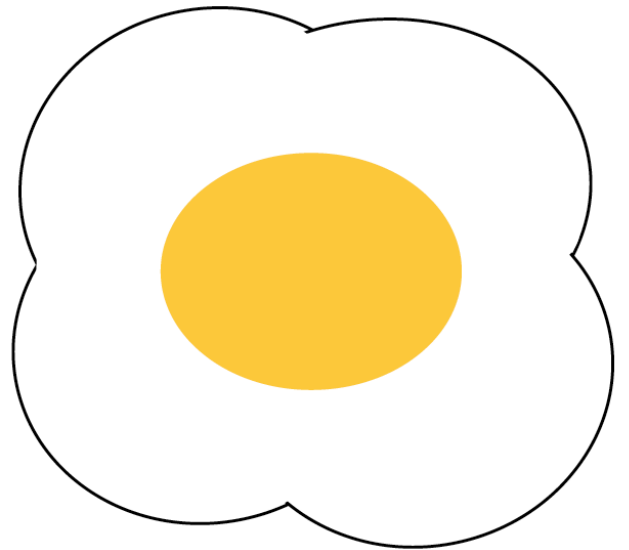
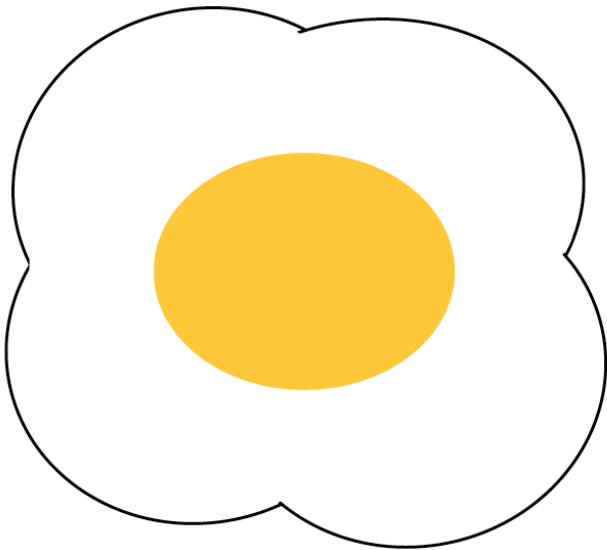
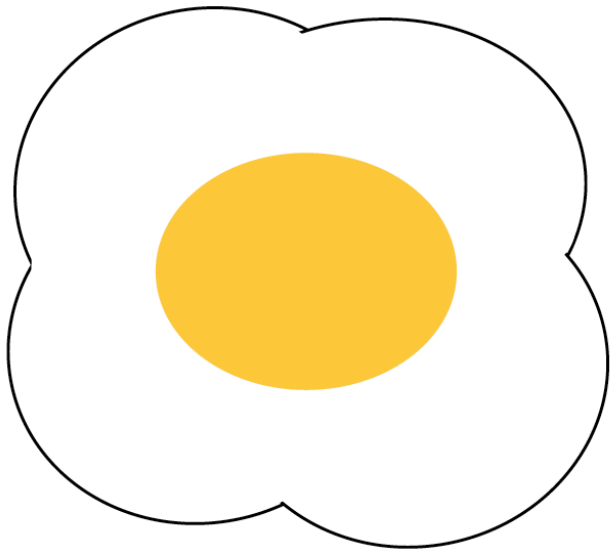
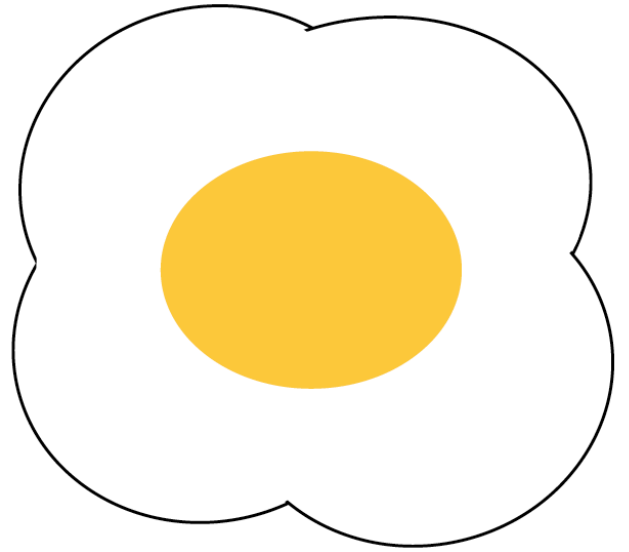
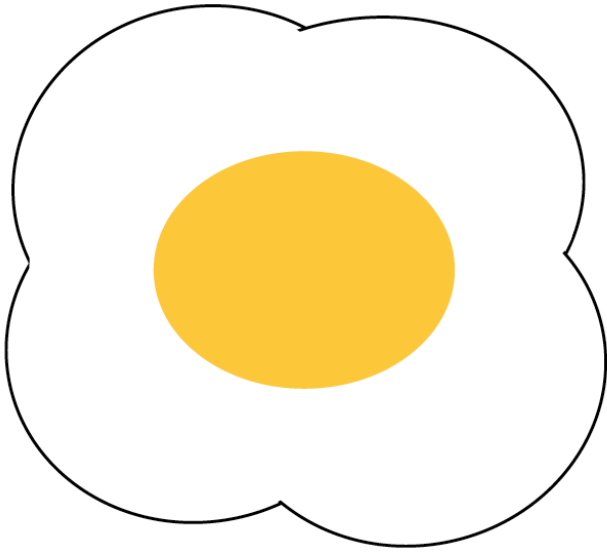
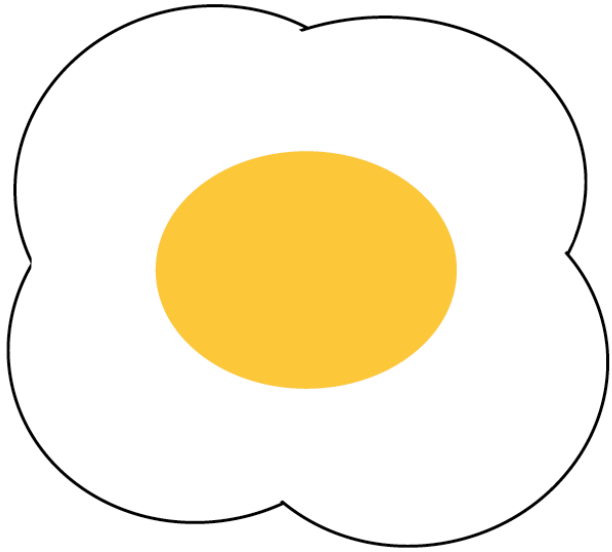
Note: If your students are still learning the sight words, spread out groups of 6 eggs to prevent them from becoming overwhelmed.

2. Hand a child the spatula and explain that he is the cook in this round. Ask another student {the caller} to read a sight word, spell it out loud and read it again. For example, "AND. A-N-D. AND"
3. The cook finds the matching sight word egg and flips it over.
4. Play continues until all eggs have been flipped. Then children switch roles - the cook becomes the caller and vice versa.
5. Have students write the words on their egg paper when they are finished flipping.





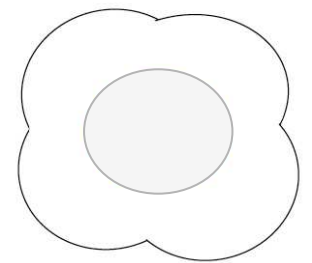




Name _____

Sight Word Egg Flip

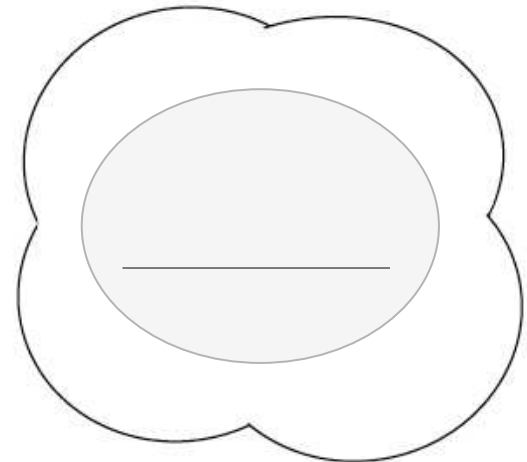
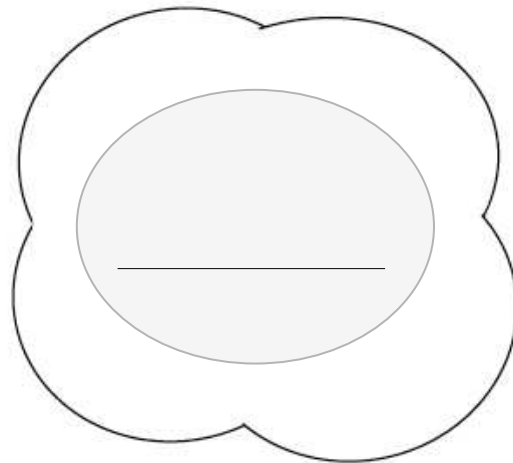
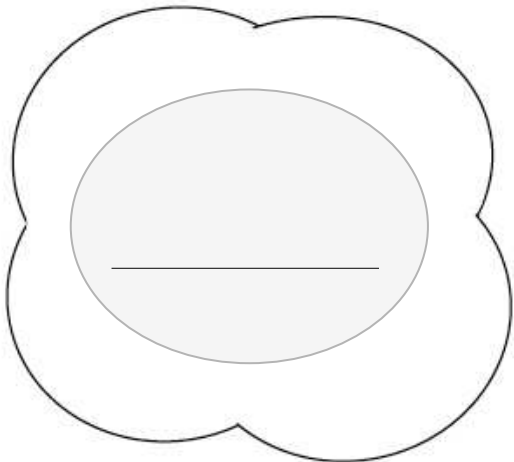
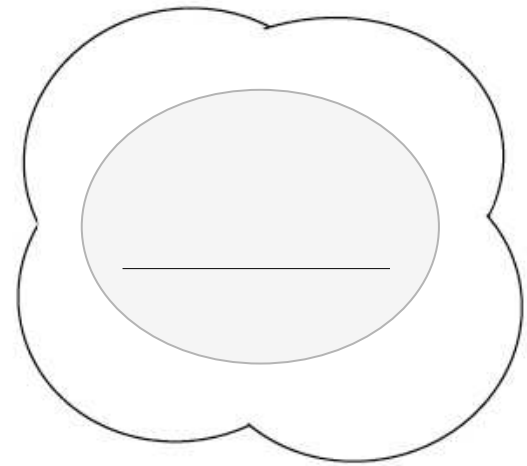
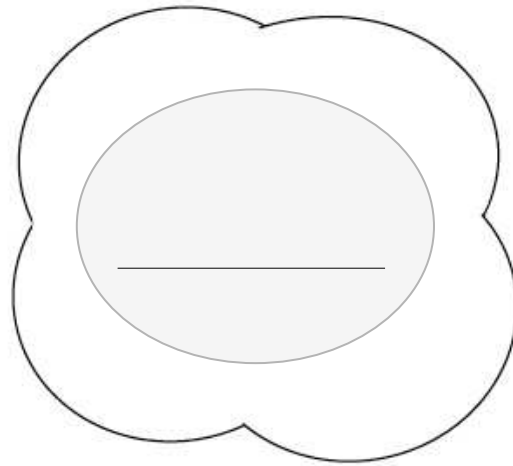
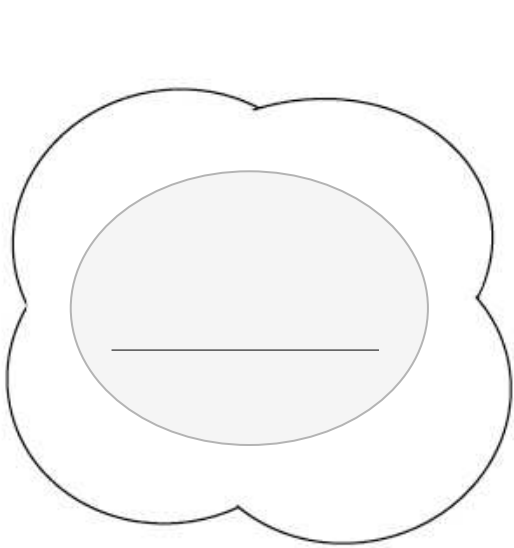
Directions: Each time you flip an egg, write down the word that's written on it below.



Name _____

Sight Word Egg Flip

Directions: Each time you flip an egg, write down the word that's written on it below.



Name _____

Syllable Sort

Cut apart the sight word cards and place them in a pile. Pick up one card at a time. Read it out loud and clap out its syllables. For example, elephant has 3 syllables: el-e-phant. Glue the word in the correct column below.

1 Syllable	2 Syllables

Name _____

Syllable Sort Cards



Teacher/Parent Instructions for LILY PAD HOP

Assembly tip: For extra durability, print the game on cardstock and laminate.

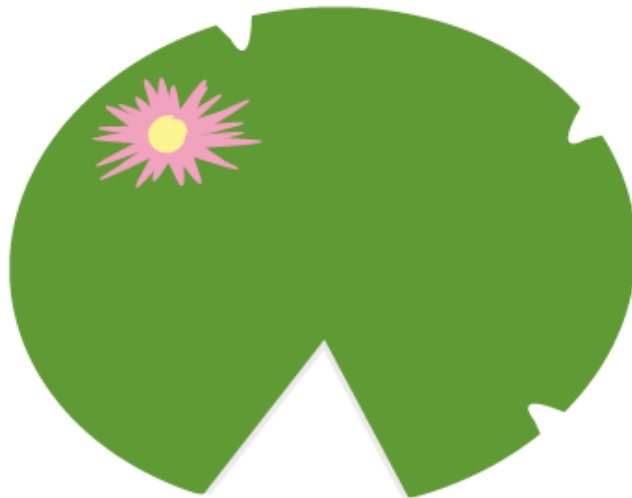
1. Place 10-12 sight word lily pads face-up in a large circle. In the middle, lay down several of the blank lily pads. The layout will look something like this:



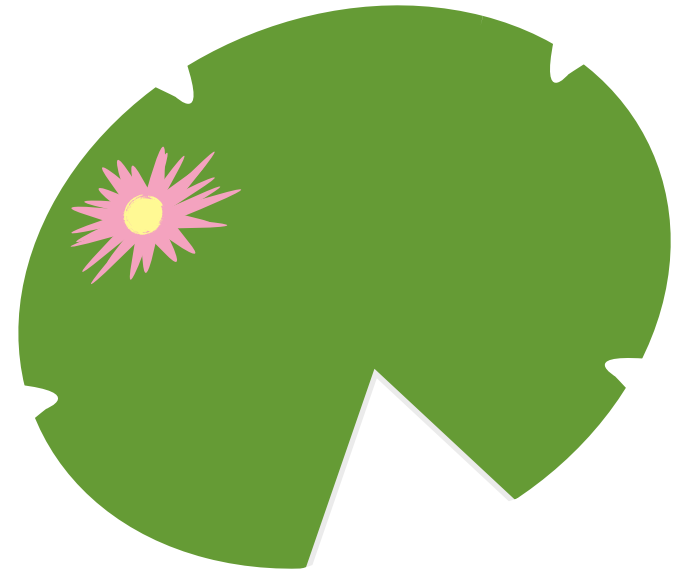
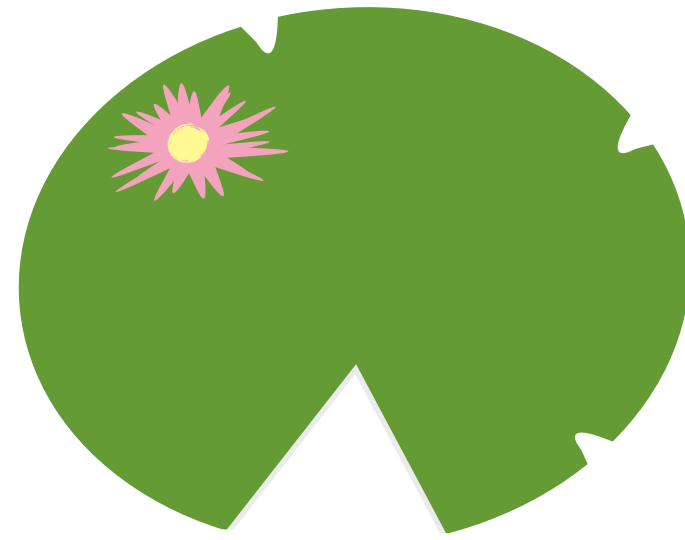
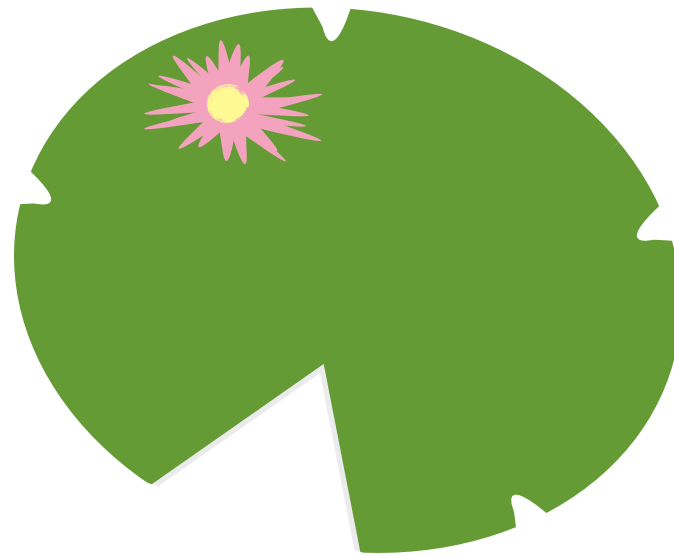
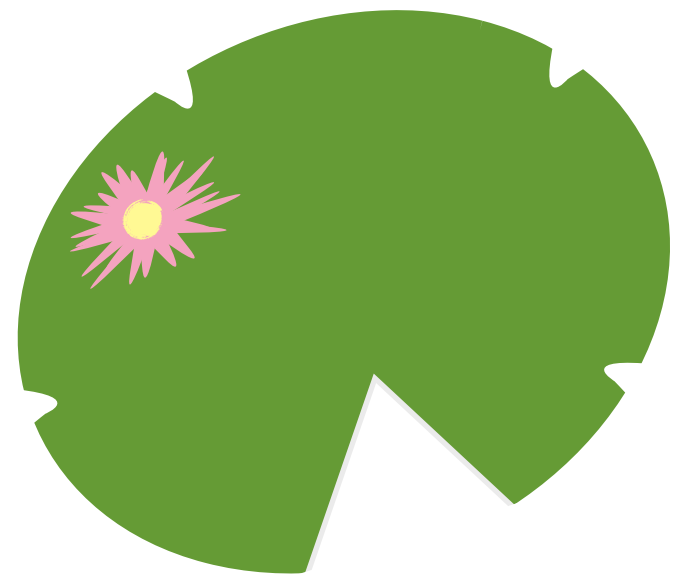
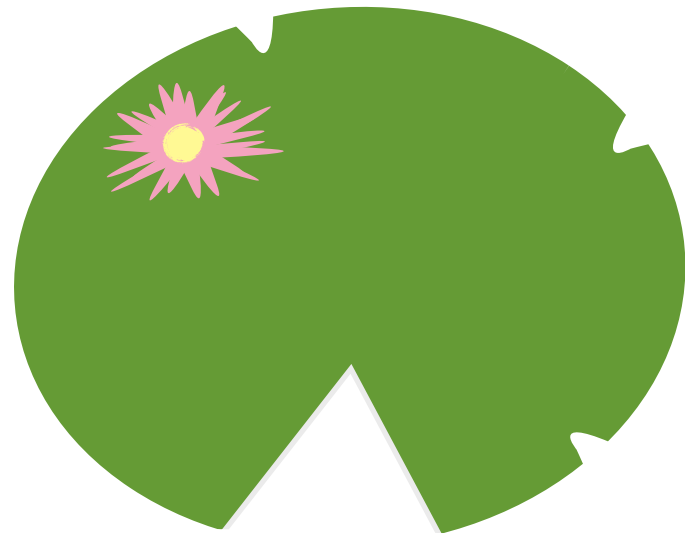
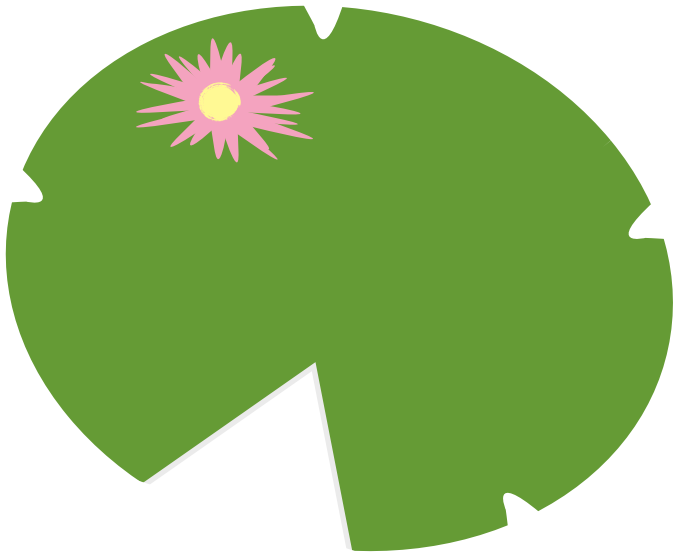
2. When the children join you, explain that they will pretend to be a frog sitting in the middle of a large lake. In order to stay in the game, they must hop to the lily pad you call out without falling in the water. However, there's one important catch - they can only hop on the blank lily pads in the middle of the lake or the sight word lily pad that you call out. For example, if you said {are}, children must hop over to the {are} lily pad without touching {have}, {for}, etc.
3. Have a child call out a sight word. He should read it, then spell it and read it again. For example, "ARE. A-R-E. ARE."
4. The frog then finds the word and hops to it. He reads the word, spells the word and reads it again like this: "ARE.A-R-E. ARE."
5. Play continues until all words have been practiced.
6. After hopping, children practice writing the words on the lily pad record sheet.







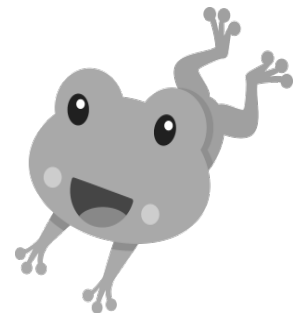




Name _____

Leaping Sight Words

Directions: Now that you've hopped and spelled the words on our lily pads, it's time to write them down. Write each word on a line below.





Teacher/Parent Instructions for **SAY IT, BUILD IT, WRITE IT**

Assembly tip: For extra durability, print the game on cardstock and laminate. Have children write with a Vis-à-vis marker so that you can easily wipe the board clean and use it again when they are finished.

To make a literacy center, slide the pages into sheet protectors and place them in a 3-ring binder. Again, have children write with a Vis-à-vis marker for easy clean up.

1. Give each student a game board, a set of magnetic alphabet letters or stamps, and a marker.
2. To play, the child will spell the first word written in the "Say It" column out loud.
3. Then he will use the magnetic letters {or alphabet stamps} to spell the word in the "Build It" column.
4. Finally, he will write the word in the "Write It" column.
5. Continue play until the student spells, builds and writes all of the sight words on his mat.



say it

build it

write it

say it

build it

write it

say it

build it

write it

say it

build it

write it

say it

build it

write it

say it

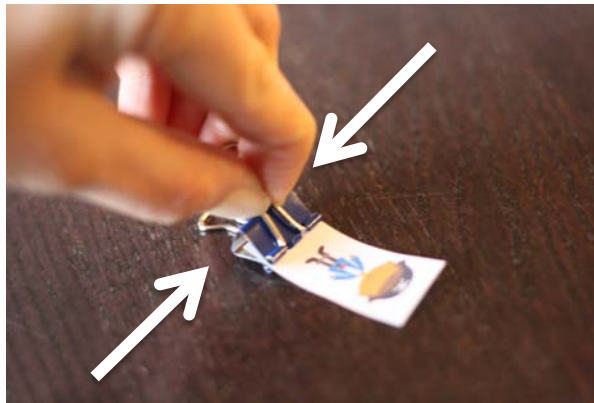
build it

write it



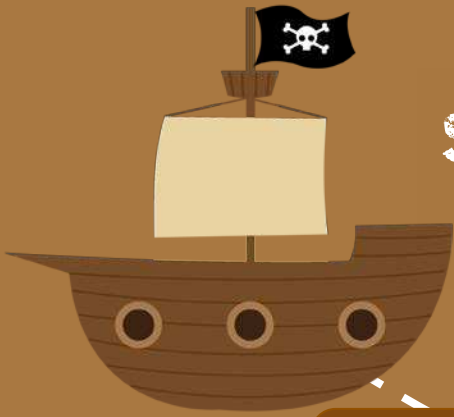
Teacher/Parent Instructions for **TREASURE HUNT**

Assembly tip: For extra durability, print the game on cardstock and laminate. To make game pieces, cut out the pirates and clip with small binder clips. Then squeeze the metal tabs to detach them from the clip like this:

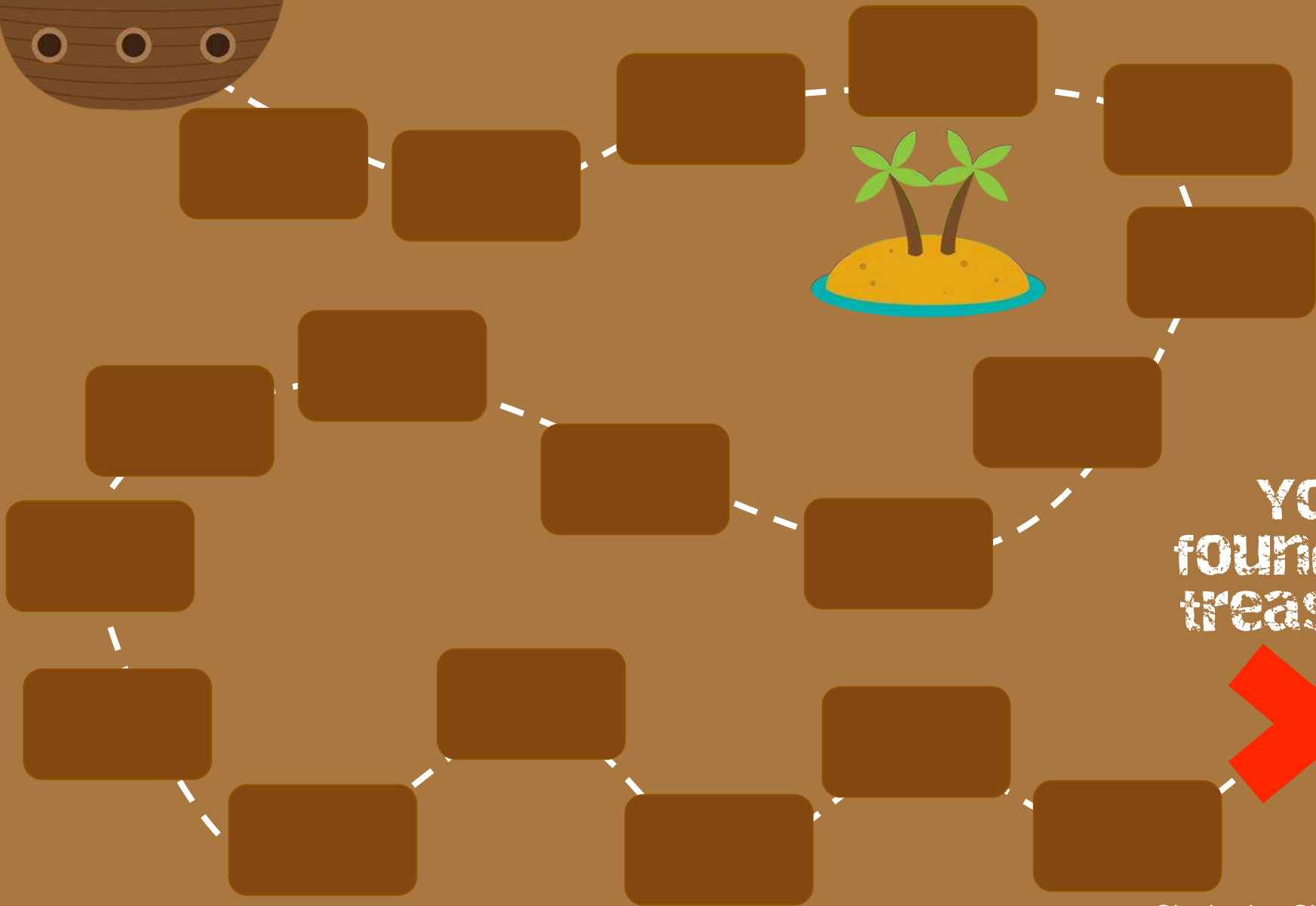


1. There are two versions of this game. In version one, the player will place his token on the starting line. When you say, "go", he will move his token along the path, reading each word in order. You will time him to see how long it takes to read all 18 words. The goal is to read the words faster and faster each time he completes the race.
2. In version two of the game, two players place their tokens on the starting line. Player One rolls the die and moves his token to the corresponding space on the mat. He reads the word out loud, then spells it and reads it again.
3. Player Two then rolls the die, moves his token to the matching spot and reads the word out loud. Players continue taking turns rolling and reading. The first player to reach the treasure chest is the winner.
4. After the game, children write the words on their record sheet.





Start here
matey!

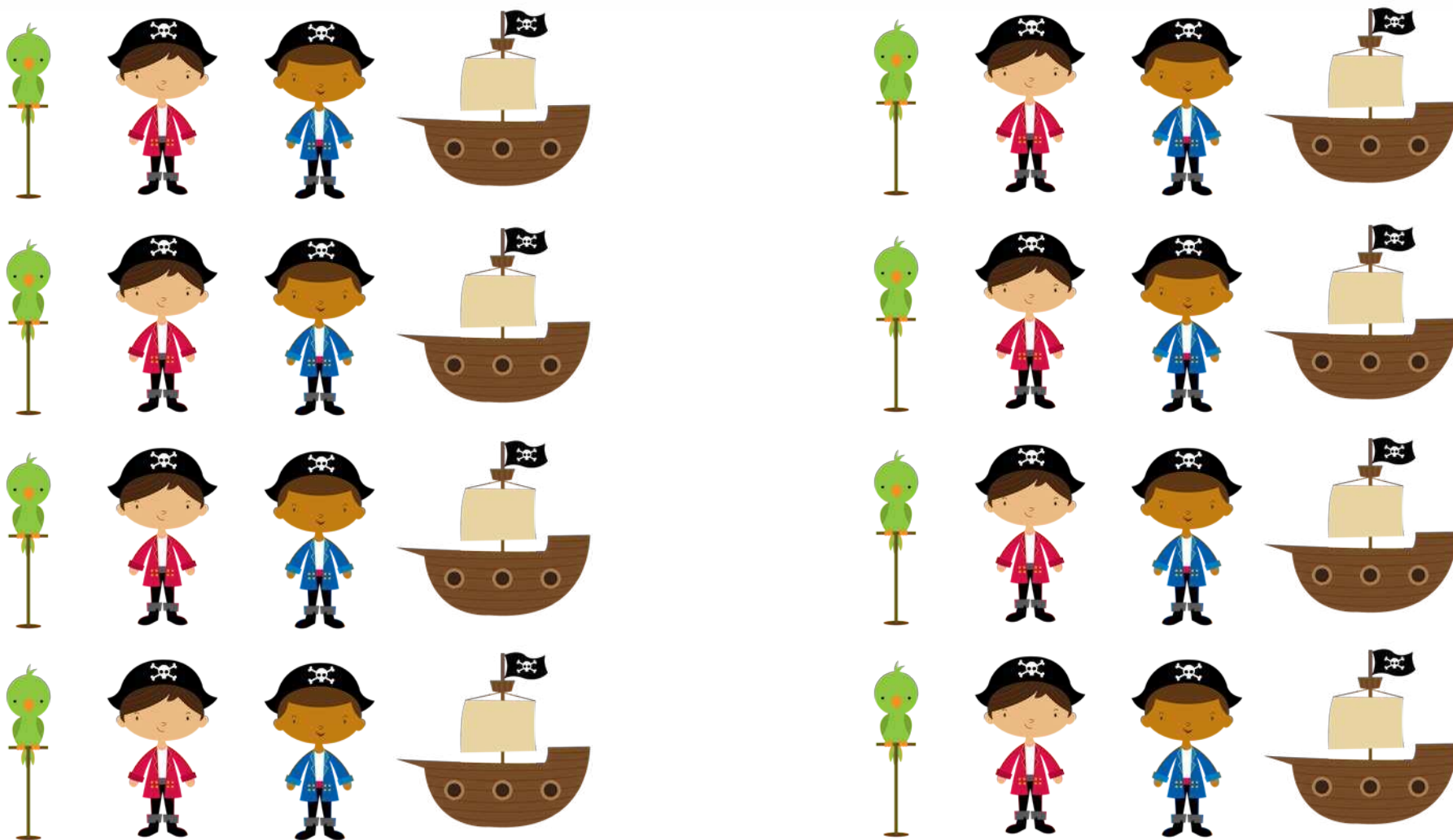


YOU
FOUND THE
TREASURE!



{Playing Pieces}

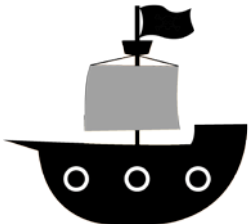
Optional: Cut out the playing pieces below and stand them up using a binder clip. Invite players to use one of the pieces to mark their spot on the game board as they play. {Note that there are 8 sets of game pieces included so that you can set up 8 simultaneous literacy centers.



Name _____

Treasure mapping

Directions: Every great pirate makes a map to her treasure so that she can find it again later. Each time you land on a new rectangle, write down the word on the list below.



Want More?

Check out our other activity packs [here](http://www.playdoughtoplato.com/plato-academy/):

<http://www.playdoughtoplato.com/plato-academy/>

PLAYDOUGH
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Teacher/Parent Instructions for **SPLAT**

Assembly tip: For extra durability, print the game on cardstock and laminate.



1. Cut out the Splat cards and lay them in a pile face down between two players.
2. Player One picks the top card from the pile. If the card is a sight word, he reads it out loud, spells it and reads it again. He lays the card face up in front of him. If the card says "Splat", he must return the card to the bottom of the pile.
3. Player Two turns the next card in the pile and follows the same rules outlined in step two.
4. Player One turns the top card in the pile. If it is a sight word, he reads it out loud and lays it face up in front of him. If the card says "Splat", he returns the card to the bottom of the pile along with any other sight words he has collected.
5. Play continues until a player collects four sight words.

SPLat!

SPLat!

SPLat!

SPLat!

SPLat!

SPLat!

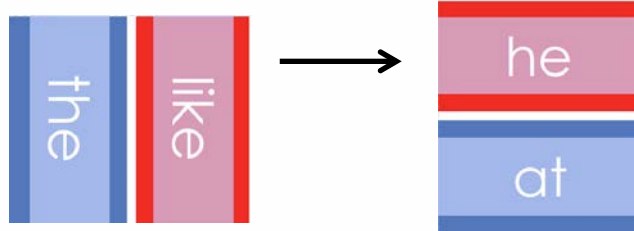


Teacher/Parent Instructions for DOMINOES

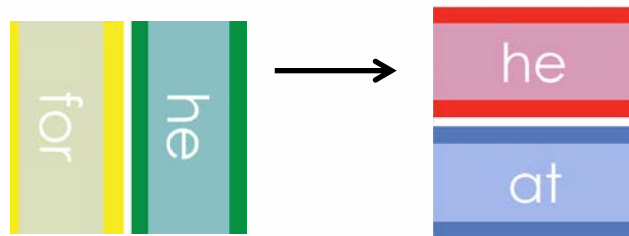
Assembly tip: For extra durability, print the game on cardstock and laminate. Cut along the dotted grey lines to separate the cards.

1. Divide the cards evenly between players.
2. Ask the youngest player in the group to lay down one of her cards.
3. The player next to her will look at her cards and see if she has a word or color that matches one end of that card. For example, if the first player laid down the card on the far right {below} -

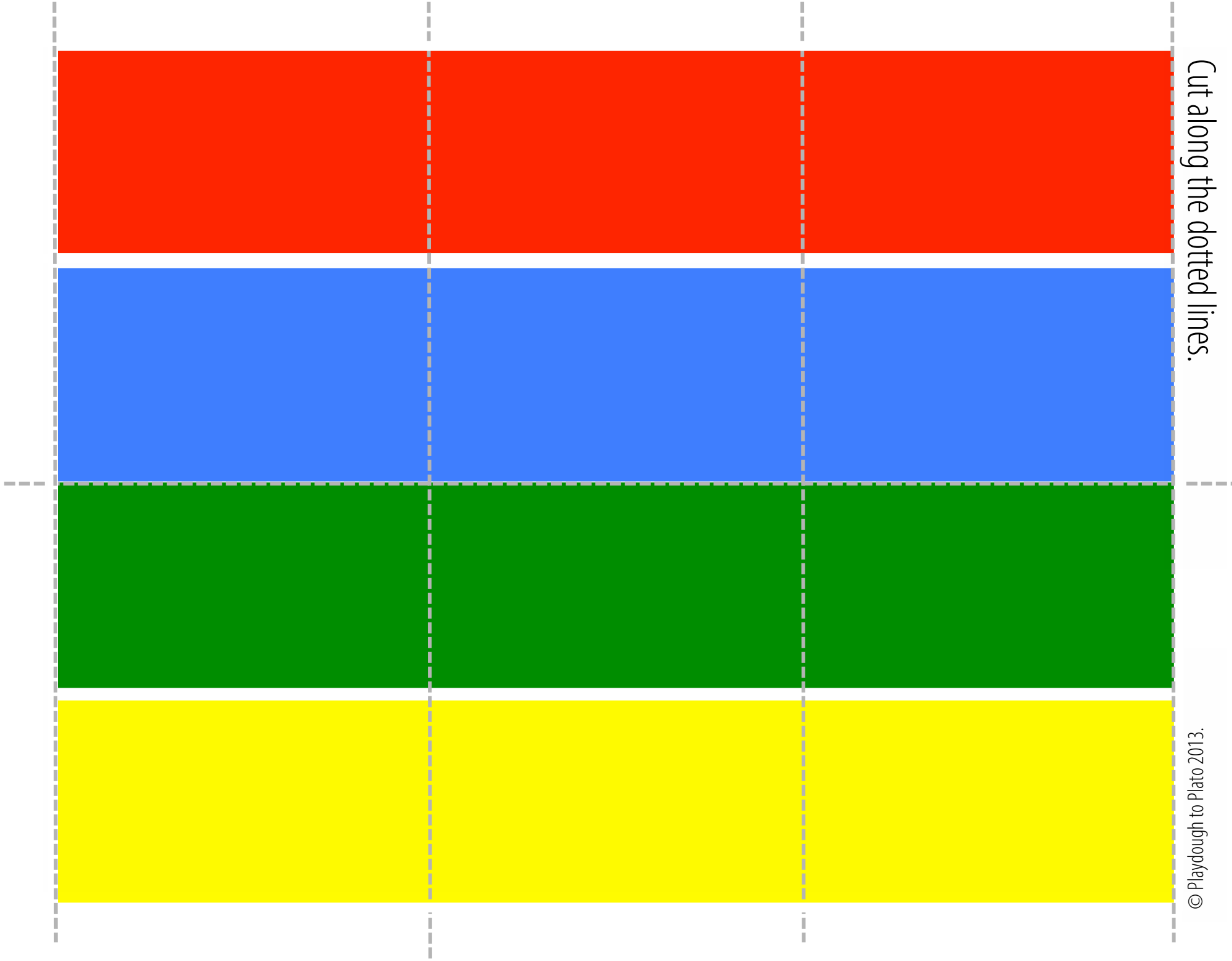
The next player could place the card on the left next to it because the RED matches the RED.



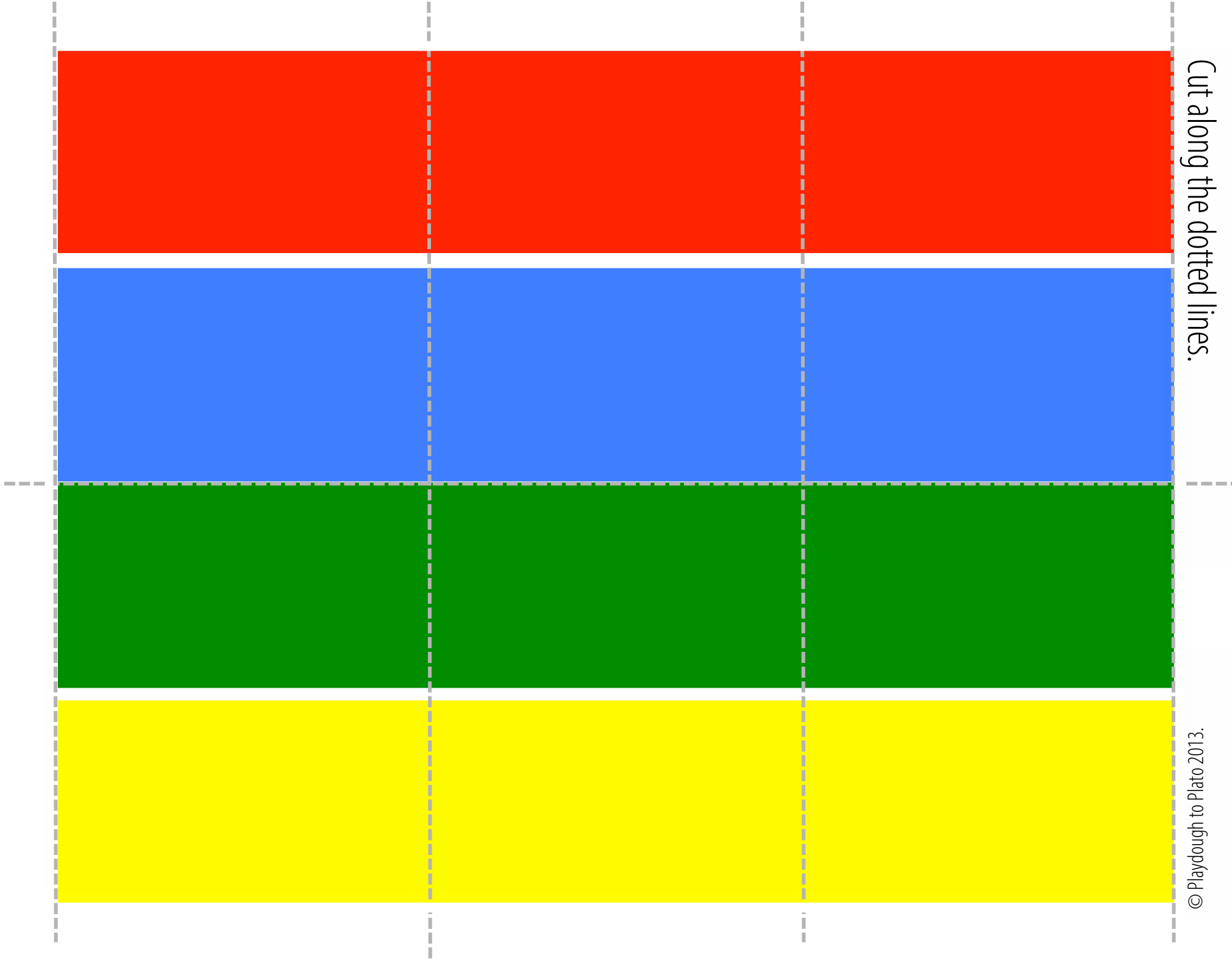
Alternatively, the second player could make this play because the word HE matches HE.



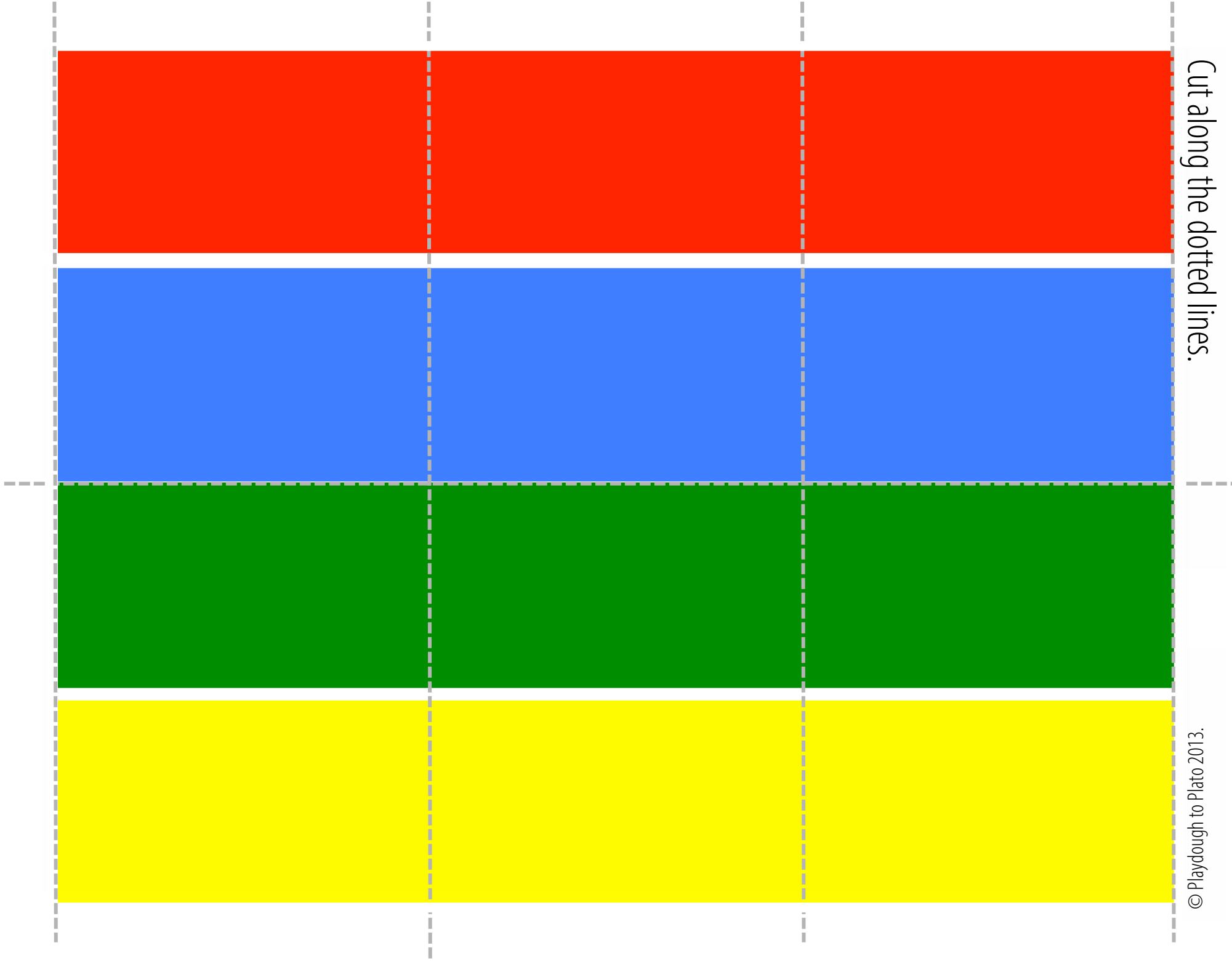
4. If a player does not have a matching card, she loses her turn.
5. The first player to lay all of her cards down is the winner.



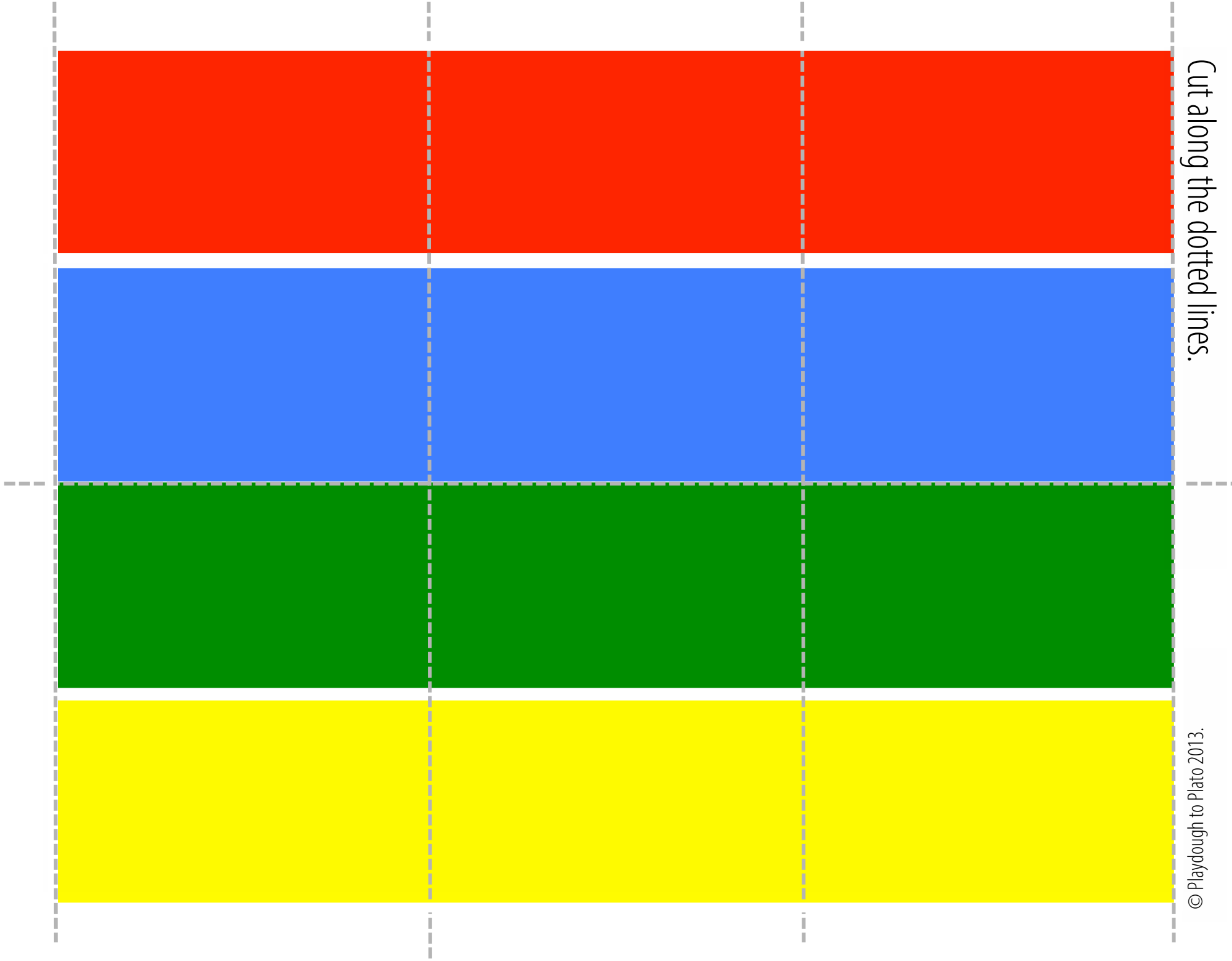
Cut along the dotted lines.



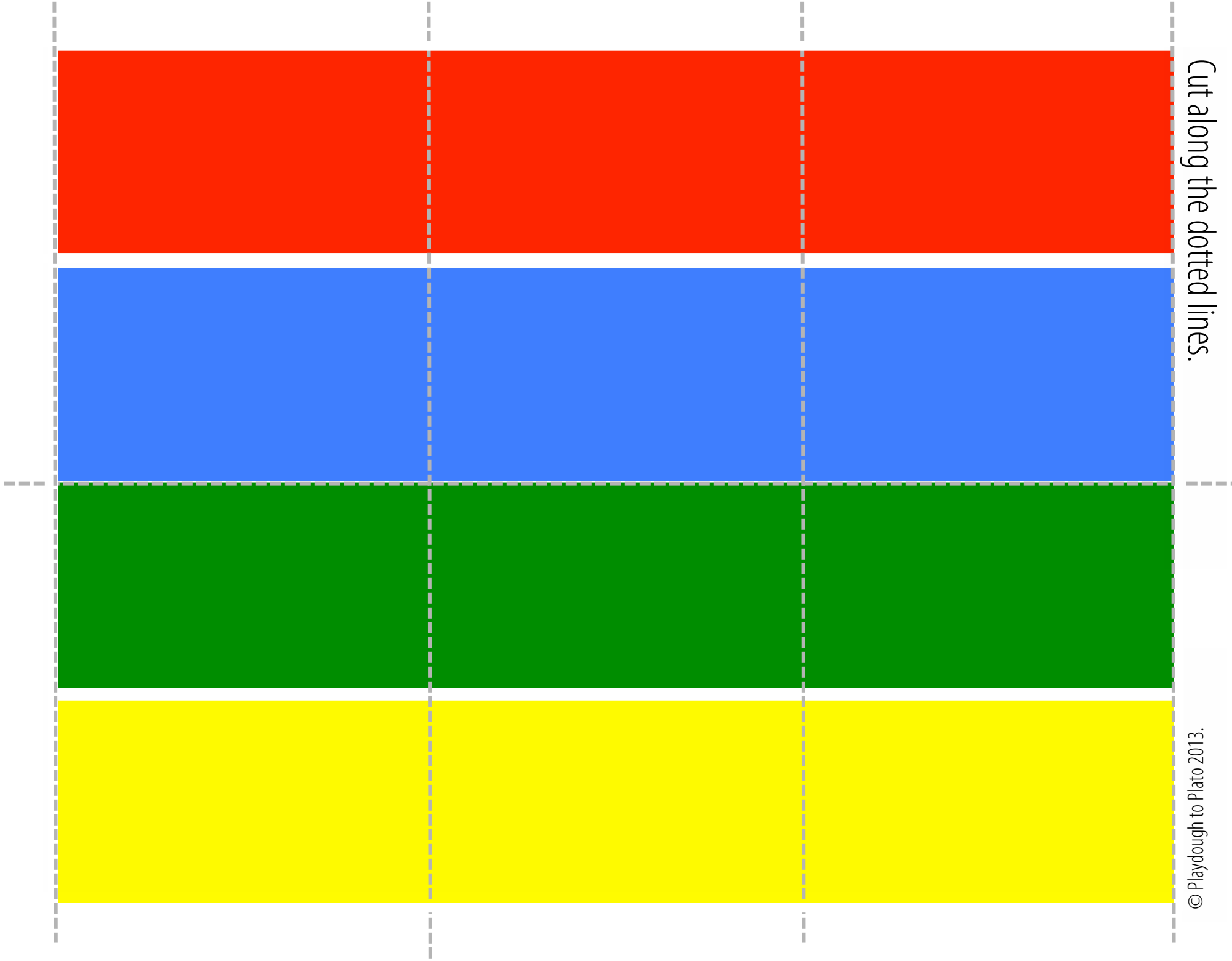
Cut along the dotted lines.



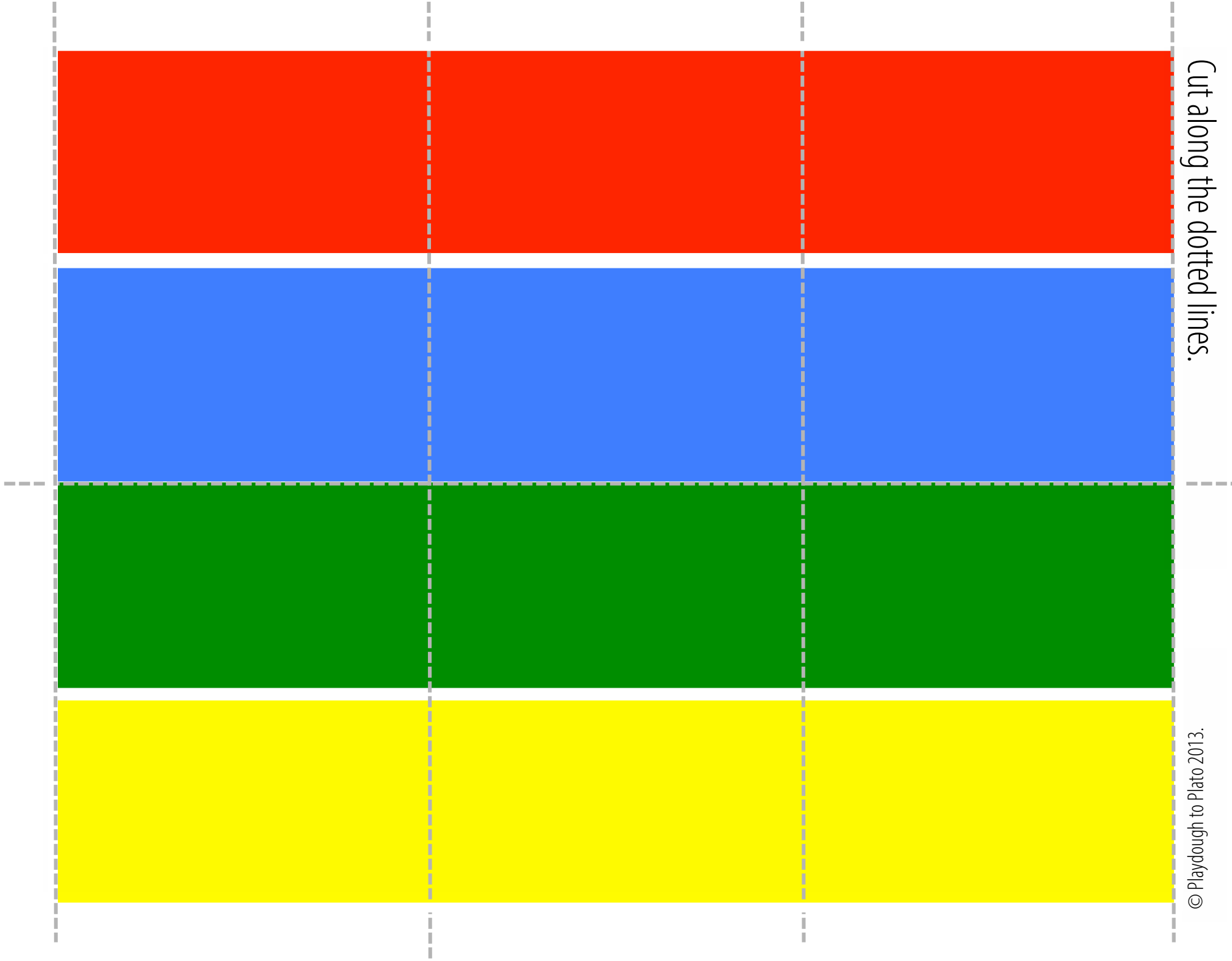
Cut along the dotted lines.



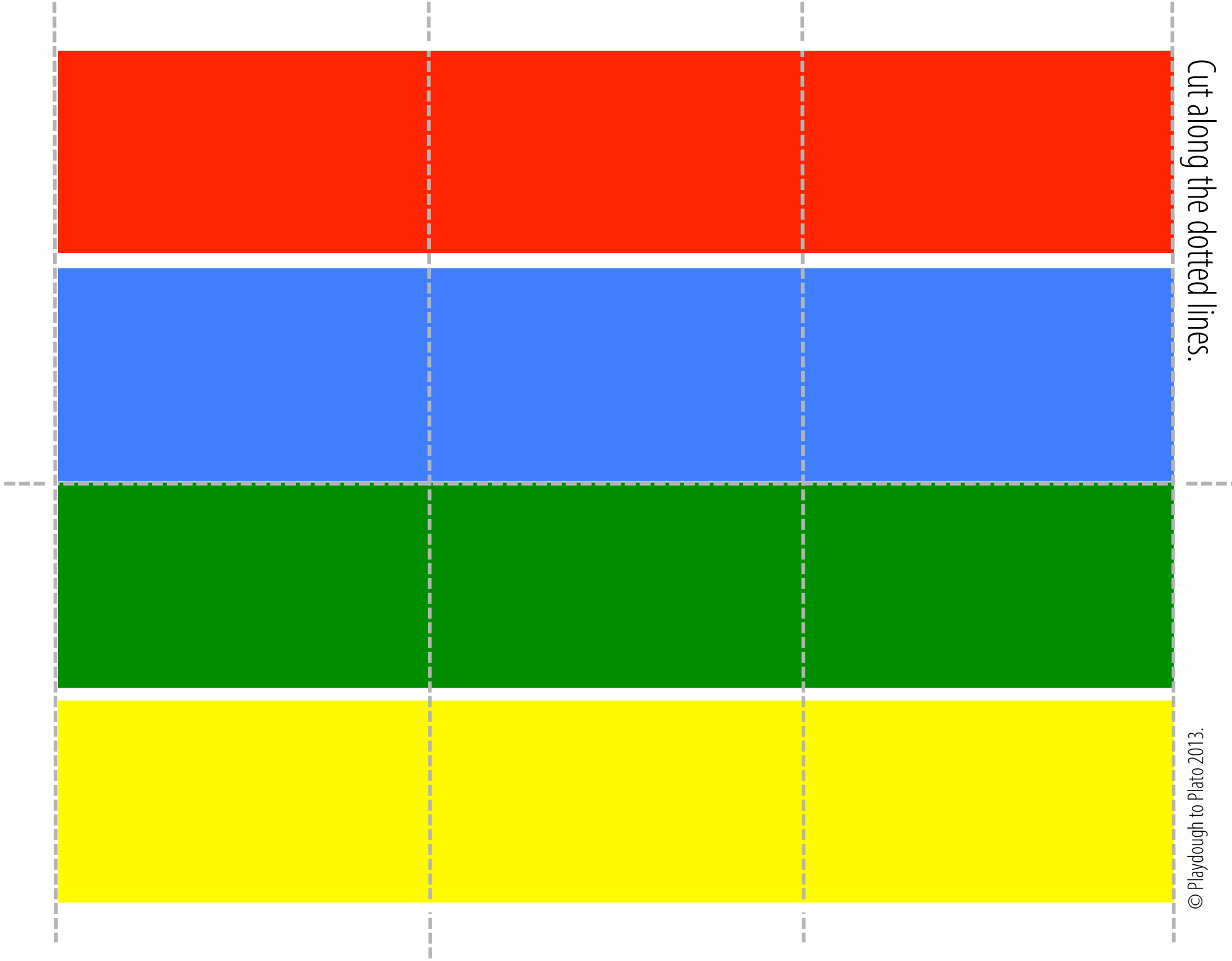
Cut along the dotted lines.



Cut along the dotted lines.



Cut along the dotted lines.

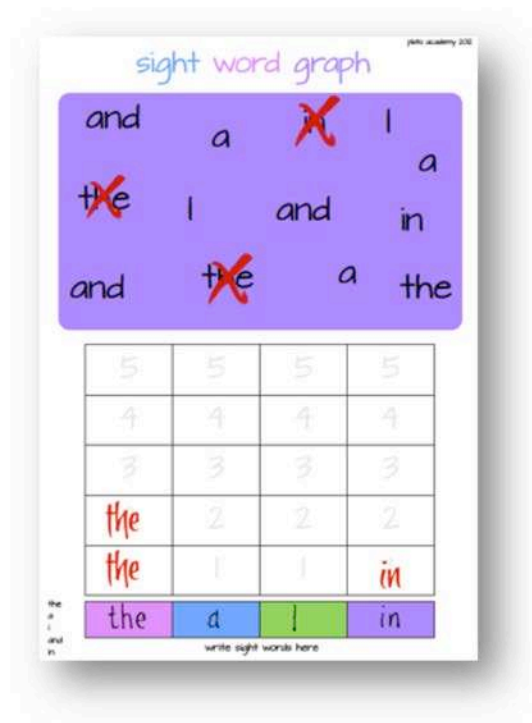


Cut along the dotted lines.



Teacher/Parent Instructions for GRAPH

Assembly tip: To use the graphs repeatedly, slide them into sheet protectors and place in a 3-ring binder. Have students write on the sheet protectors with Vis-à-vis markers so that you can easily wipe them clean and use them again when children are finished.



1. Give each child a graph and a pencil {or Vis-à-vis marker}.
2. Have her cross off one of the words written in the box at the top of the page.
Then, ask her to copy the word into the correct column on the graph.
3. Invite the child to continue crossing off and writing the sight words until all of the words have been sorted.
4. What word was most common? What was least common?

sight word graph



5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1



write sight words here

sight word graph



5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1



write sight words here

sight word graph



5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

write sight words here

sight word graph



5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1



write sight words here

sight word graph



5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1



write sight words here



Teacher/Parent Instructions for **SIGHT WORD PIZZA**

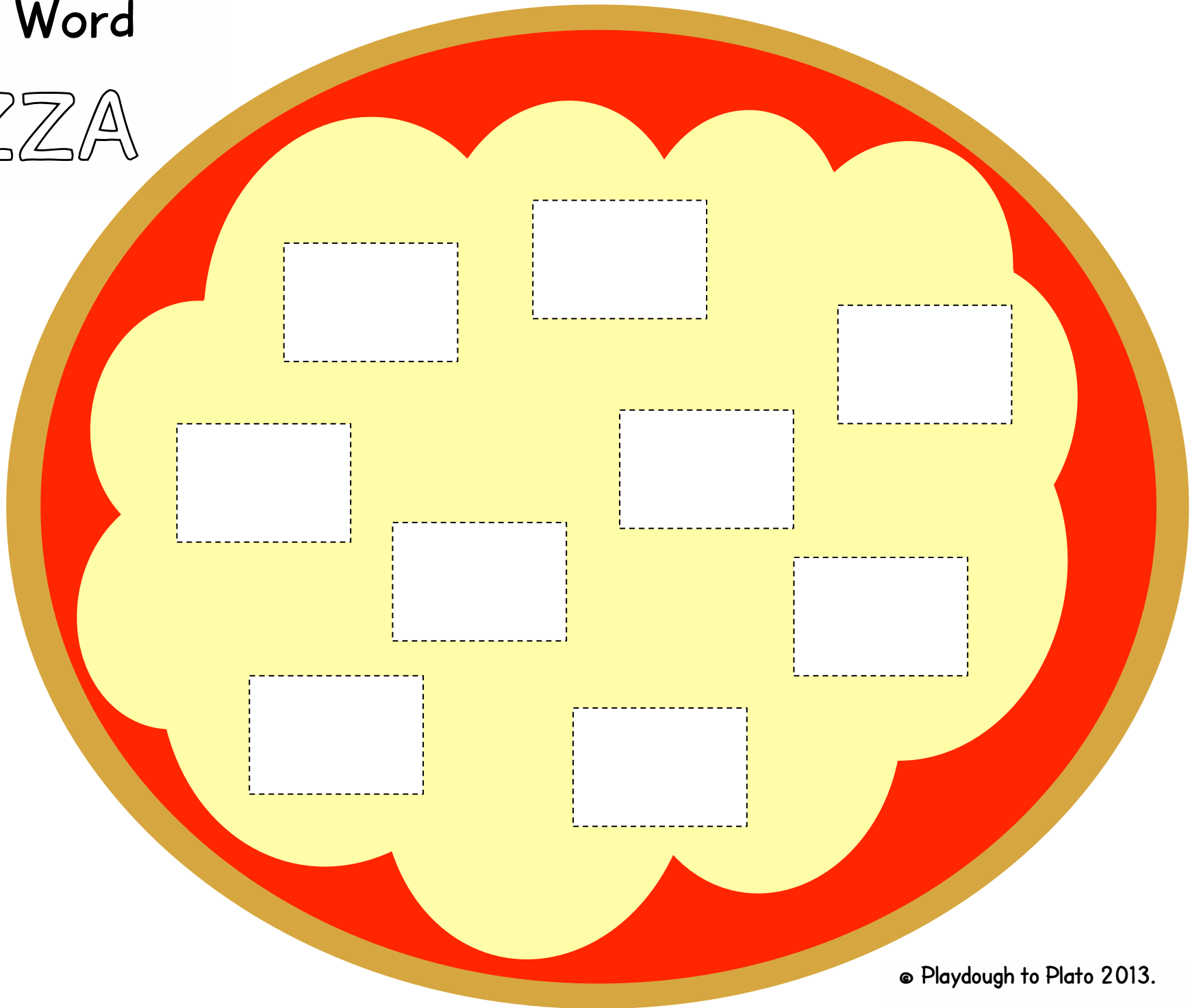
Assembly tip: For extra durability, print the game on cardstock and laminate.



1. Give each player a pizza mat, a bowl of sight word "toppings", a pizza ingredient sheet and a pencil.
2. Invite her to pick nine toppings and place them on her pizza. {She will know she's accomplished it because all of the white rectangles will be covered by a topping.}
3. Now ask her to write the toppings she selected on the pizza ingredient sheet.
4. The player will return the toppings to the bowl and pick nine more toppings to add to her pizza.
5. Play ends when students have built and recorded two pizzas.

Sight Word

PIZZA





Name _____

Sight Word Pizza



Directions: After adding plenty of toppings to your sight word pizza, write the words you used below. Then take off the toppings and build another combination. Write those words too.

A large rounded rectangular box with a dashed border, containing ten horizontal lines for writing.

A large rounded rectangular box with a dashed border, containing ten horizontal lines for writing.

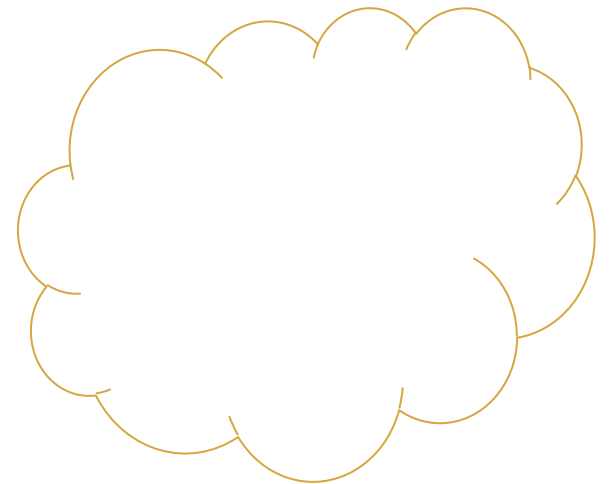
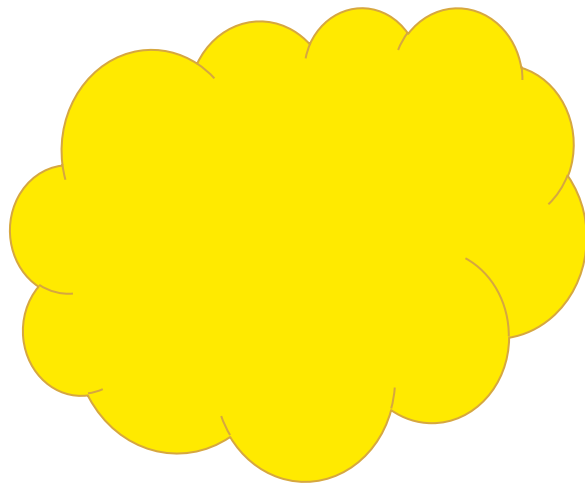
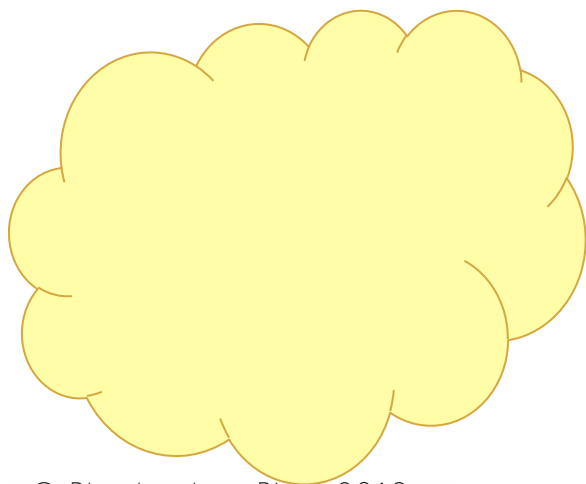
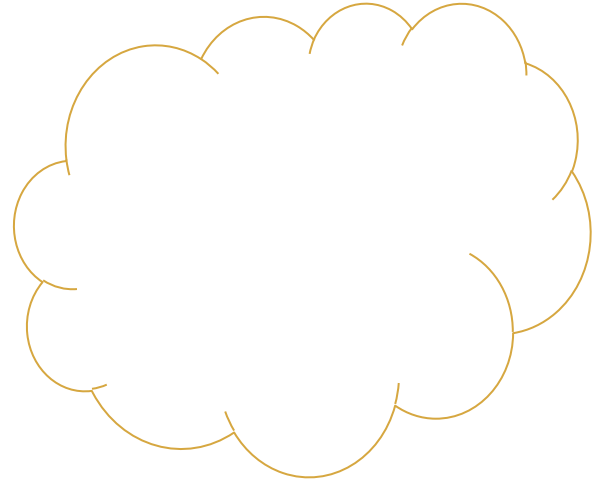
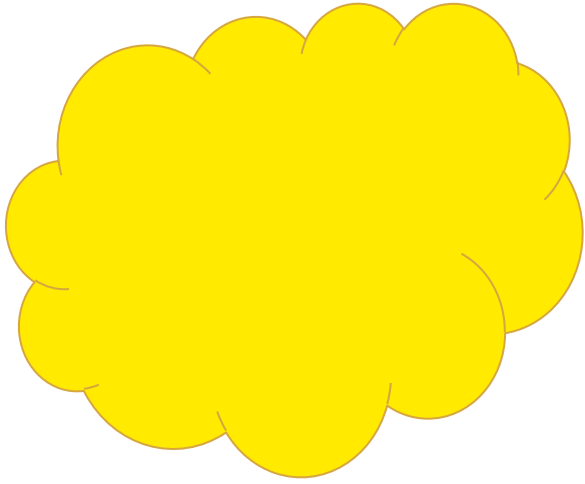
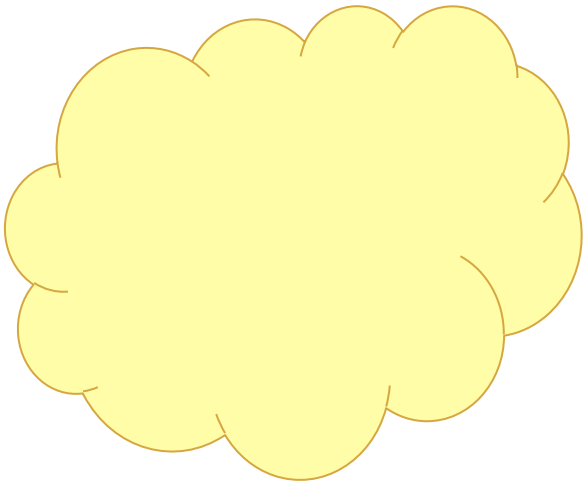
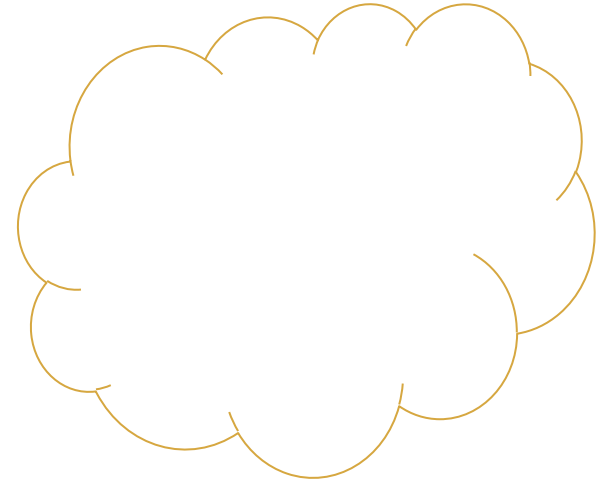
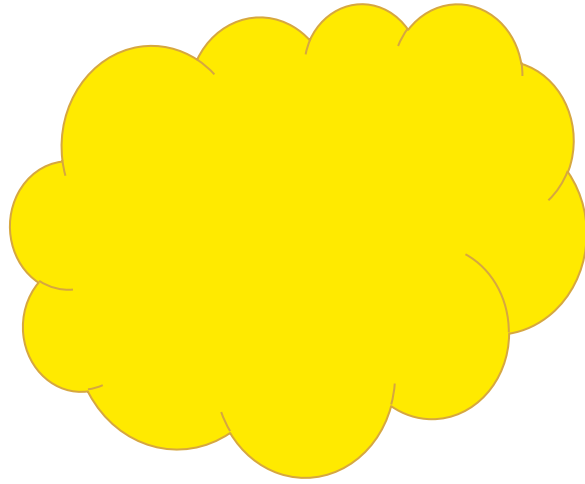
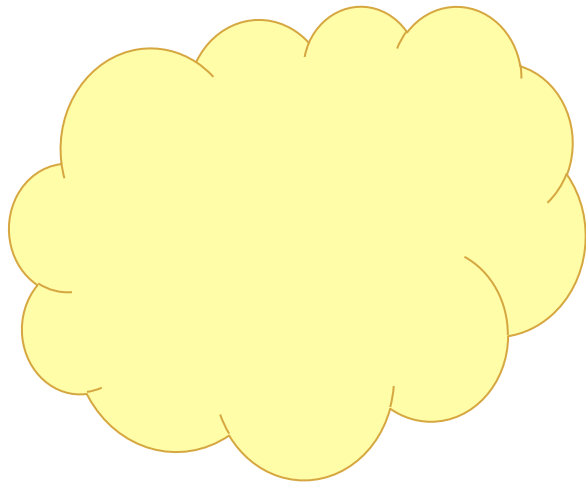


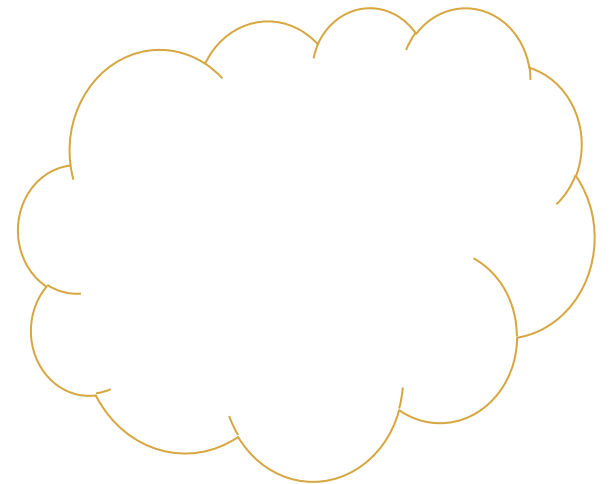
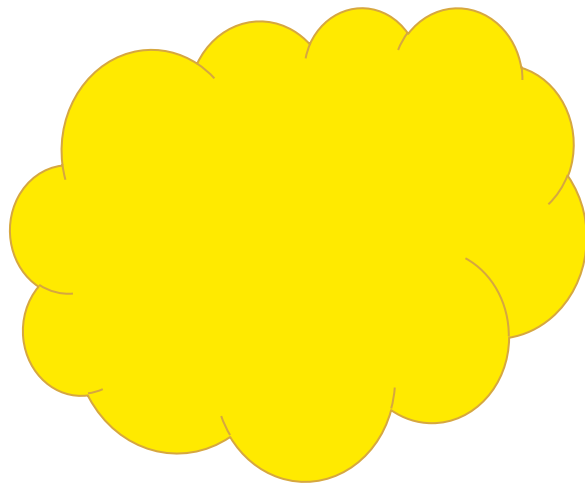
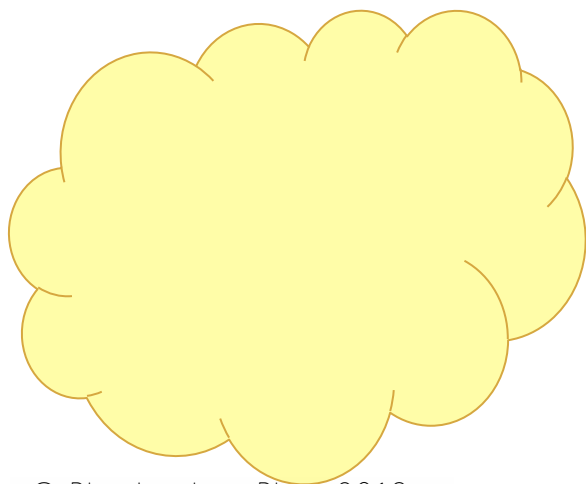
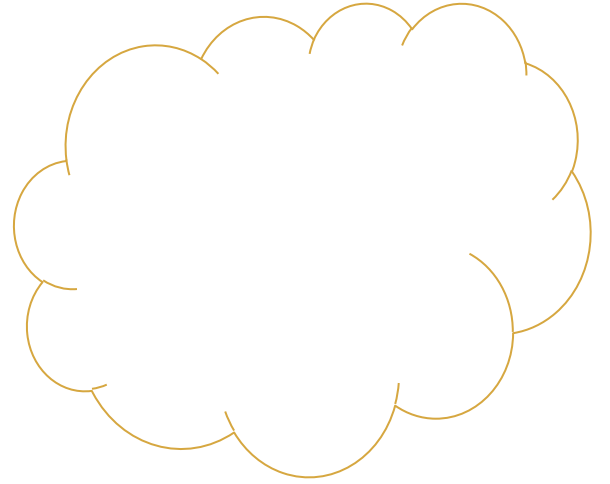
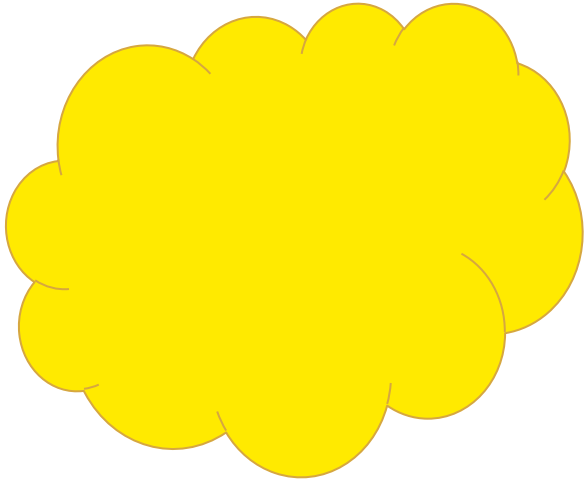
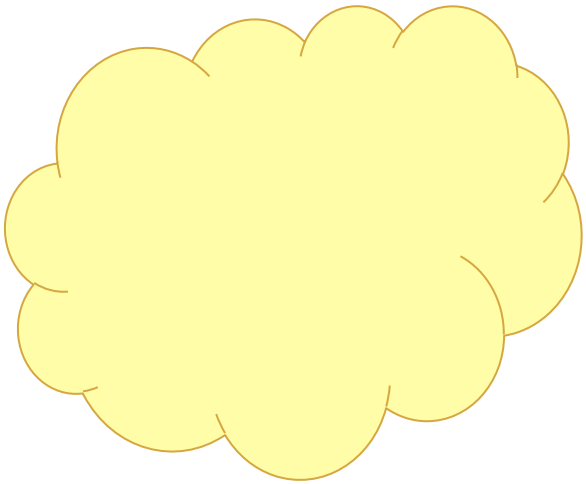
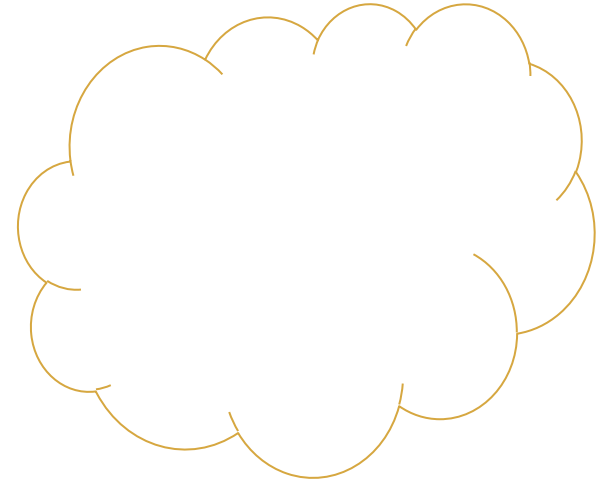
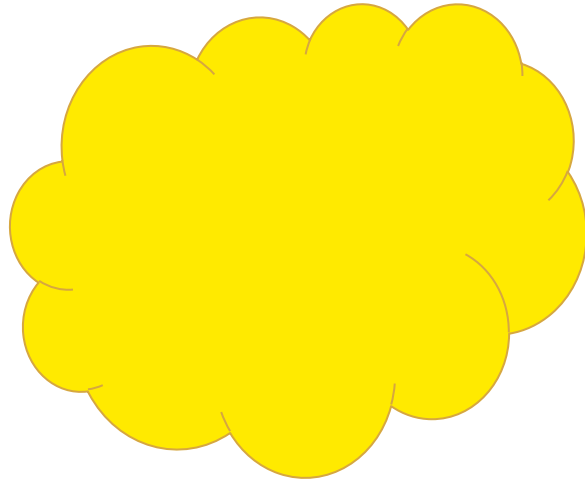
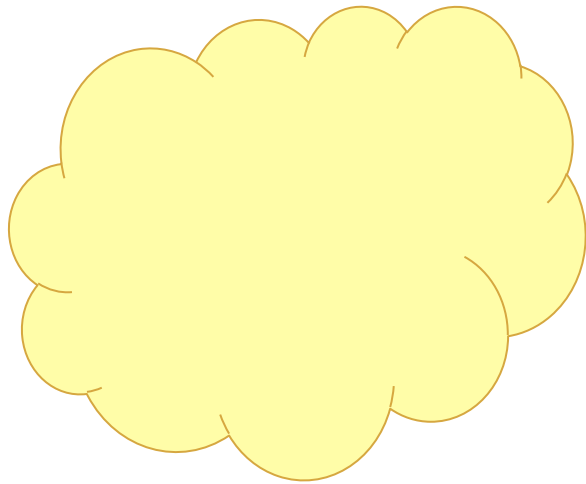
Teacher/Parent Instructions for **POPCORN**

Assembly tip: For extra durability, print the game on cardstock and laminate.



1. Give each player a popcorn record sheet, a pencil and a bag of popcorn sight words.
2. Invite the student to reach into the bag and pull out a piece of popcorn.
3. He will read the word, spell the word, read the word again and then write the word. In the photo above, the child pulls out IS so he says, "IS. I-S. IS." And then writes IS on his paper.
4. Play continues until he has practiced all of the words in his bag.





Name _____

Popcorn Sight Words

Directions: Each time that you pull a new popcorn word out of the bucket, write it below.



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<http://www.playdoughtoplato.com/plato-academy/>

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